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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis
AN ACTIVITY PROGRAM
in a
TRADITIONAL SCHOOL

Submitted by

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In partial fulfillment of requirements
for the degree of Master of Education

1932

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Second Reader: Mabel C. Bragg, " " " "

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CHAPTER ONE

THE ACTIVITY PROGRAM IN PROGRESSIVE EDUCATION

Today even the most conservative person admits that a great change in education is taking place.

"Many schools, both public and private, have a new conception of how education takes place. No longer do they consider it defensible for children to spend their school days "sitting still," "listening to the teacher," "memorizing lessons" and "reciting" them. Everywhere schools are coming to realize that many of the hours spent on drill unrelated to its purposeful use result in wasted time, in confusion, in distaste, and give little guarantee that information and skills thus obtained will function in real life. Dissatisfaction with the inadequate results of formal education has led many people to experiment with ways of putting the new theories into effect." (1)

The New Theories

"Schools should be copies in miniature of the world as we would love it to be." (2)

"And now indeed are these schools made for work instead of listening." (3)

"Education by individual activity, the school of personal work and teaching by work." (4)

"The School should be a Laboratorium not an Auditorium."-Kerschenstein (5)

-
- (1) Porter, M. P. - The Teacher in the New School p. iii
- (2) Stevens, M. P. - The Activities Curriculum in
the Primary Grades p. 3
- (3) Rugg, H. & Shumaker, A. - The Child Centered
School p. 1
- (4) Ferriere, A. - The Activity School
Translated by Moore & Wootson p. 4
- (5) Stevens, M. P. - The Activities Curriculum in
the Primary Grades-Frontispiece Caption

"We educate a child in order that he may be prepared to live a normally satisfactory life for himself, and may contribute his full share to the progress and betterment of mankind." (1)

"Leading thinkers in education maintain that the schools should assume large responsibilities for the growth of pupils in qualities of good citizenship, in capacity for straight thinking about the affairs and problems of everyday life in creative and constructive abilities, in a knowledge of such scientific and social facts and conceptions as contribute to practical efficiency in living, and in such appreciation of the cultural assets of life, aesthetic and social, and may contribute to the wholesome use of leisure and the healthy interpretation of life purposes and activities." (2)

"Wholesome medium for the most complete living." (3)

"More learning less teaching. The teaching technique follows the psychological lines of the student's intellectual adventures." (4)

Aims, Purposes and Advantages

Many writers have stated the aims, purposes and advantages of the new type of procedure.

"Fourth Stage:

The teacher sets situations out of which the class or individual discover a purpose the carrying out of which leads into many fields of human endeavor. The teacher is a strong guide but the children are at the wheel. The class is socialized group and the activities are integrated." (5)

-
- (1) Smith, E. R. - Education Moves Ahead p. 4
 - (2) Mossman, L. C. - Principles of Teaching
and Learning in the
Elementary School -
Introduction p.5
 - (3) Tippet, James - Curriculum Making In an
Elementary School p.8
 - (4) Miller, H. L. - Creative Learning and
Teaching Introduction p.VII
 - (5) Dickson, J. E. - Five Stages of Progressive
Instruction - Boston Teachers
College

"Fifth Stage:

The fourth stage with off shoots alongs the lines of individual interests. "These contributions by average or above average children enrich the experiences of all." (1)

"The most important consideration in education is to train in thinking and that type of thinking which enters appreciatively into the interests and concerns of other people." (2)

"The ultimate aim of education is to realize a condition in which human wants may be most fully satisfied. Human wants are given this position of supreme importance for the reason that any thing, act, condition, or want in life has importance, value, interest, or significance only as it tends to affect - to satisfy or thwart - man's cravings." (3)

"The dominant idea underlying the new teaching procedure is the new psychological conception that only the pupil can educate himself and that, to do this, he must be stimulated to engage in activities which will challenge thinking and lead to self-education."

"The purpose of instruction is no longer to give information, but to train young people to stand on their own feet and find knowledge for themselves." (4)

"The Activity School is the School of Spontaneity, the school which furthers creative expression in the child. It is an answer to the aspirations toward liberty which lies deep in every human soul." (5)

"The child's mental elan vital, the child's spontaneous activity, these are the basis. And the indefinite growth and expansion of this mental energy, a growth in quality, certainty, but still more in quality, through closer and closer union with the universal and permanent values of the life of the spirit, - this is the goal." (6)

-
- (1) Dickson, J. E. - Five Stages of Progressive Instruction - B. T. C.
- (2) Thayer, V. T. - The Passing of the Recitation p. 30
- (3) Thorndike, E. & Gates, A. - Elementary Principles of Education p. 30
- (4) Freeland, G., Adams, R., & Hall, K.- Teaching in the Intermediate Grades
Editor's Introduction p. vii
- (5) Ferriere, A. - The Activity School p. 55
- (6) Ferriere, A. - The Activity School p. 112

1. The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

2. In the second part of the paper, the author considers the case of a single electron. It is shown that the results obtained in this case are in good agreement with the experimental data.

3. In the third part of the paper, the author considers the case of a multi-electron atom. It is shown that the results obtained in this case are in good agreement with the experimental data.

4. In the fourth part of the paper, the author considers the case of a molecule. It is shown that the results obtained in this case are in good agreement with the experimental data.

5. In the fifth part of the paper, the author considers the case of a crystal. It is shown that the results obtained in this case are in good agreement with the experimental data.

6. In the sixth part of the paper, the author considers the case of a solid. It is shown that the results obtained in this case are in good agreement with the experimental data.

7. In the seventh part of the paper, the author considers the case of a liquid. It is shown that the results obtained in this case are in good agreement with the experimental data.

"The demand for more pupil activity has not come from a desire to place responsibility upon the pupils before they are ready for it, but rather to enable them to grow in the necessary exercise of those functions which life is constantly demanding." (1)

New Articles of Faith: "Freedom, not restraint. Pupil initiative, not teacher initiative. The active, not the passive school child interest, the center of school program, not school subjects. Creative expression, creative experience, not conformity, individual development, not mass education, social participation, not arbitrary domination." (2)

Steven's Objectives: (3)

"1. "The first objective is to protect and develop health. "Instruction can wait," says Doctor Burnham, "but the demands of health are imperative." Children should talk and move about freely. They should have a proper variety of work, with much activity and a minimum of direction." They should have a leisurely day, serene, without strain or overstimulation. These far outweigh the usual health points stressed, important as they are-- such points as correct posture, absence of eyestrain, establishment of health habits, and vigilant watch for illness. It is a national disgrace that schools are actually inimical to the physical health of children. "We have found," says Terman in the Hygiene of the School Child, "unmistakable evidence of the injurious effects of the school.These have been sufficiently attested to justify the most vigorous prosecution of reform in matters of educational hygiene."

"2. Closely allied to this is the second objective to safeguard mental health. We want children to be happy, successful, confident; to feel themselves growing and making progress, without fear or worry, or a sense of inferiority. We want them to find joy and satisfaction in work, to have what DeCroly calls "the habit of working joyfully and collectively. We want them to have suitable outlets for their energy, instead of being physically and socially repressed. We want them to pass their days with little friction, to have a life of fun and merriment, and early to learn control. Physical and mental health are basal objectives in the modern school.

-
- (1) Minor, R. - Pupil Activities in the Elementary
Grades - Introduction p. vi
- (2) Rugg, H. & Shumaker, A. - The Child-Centered
School - Chapter V-
New Articles of Faith p. 54
- (3) Stevens, M. P. - The Activities Curriculum in
Primary Grades p. 10-13

3. A third important objective is to promote social adjustment. Children entering school leave the smaller social group of the family for the larger group of the school. They must learn to be socially adjusted to others in this group, to live together harmoniously, to cooperate; in general to be acceptable to the group, not only by positive means, but by checking such unpopular traits as being rough, inconsiderate, selfish, loud-voiced, or "mean." They must learn to use liberty and to respect authority; to be helpful and dependable: to lead, to follow, and to participate (share) in the varied activities with which they are associated.

4. The environment must provide for growth and development. Children should have a chance to choose, to discuss, to do independent thinking, to solve problems, to form judgments. These are not the exclusive function of the teacher, as many seem to suppose. A teacher, it has been well said, must learn to be a member of a stock company, and not the star performer.

Children should have a chance to explore, to investigate, to make things happen, to satisfy their curiosity. They should have a chance to express themselves, not only through social intercourse and free conversation, creative writing and art, and through carrying out their own purposes, but also through materials, so that by experimenting with materials freely, they may have a rich perceptual experience upon which to build. Their experiences, problems, and materials chosen should lead naturally to further activity on ever high levels.

The school should develop and stimulate imagination and creative power. How far this can be done we have no means of knowing. We do know that in schools where children are free to develop creatively, magical things seem to come without being taught. Creative work takes numberless forms, many of them practical. Even the much-debated three R's have unlimited creative possibilities. Nor need children's discoveries be really original, provided only that they are original to those concerned. A group of little boys took a wooden box and made a boat house with a swinging door. They were working over this one day when suddenly, wild with excitement, they called teacher and classmates to see an "original discovery." Their "original discovery" proved to be a simple cord and pulley attached to the door so that they could move it up and down, but it was the creative event of the day to the whole class. Such a "discovery" is as truly a child's creation as a story or a play, or what we narrowly call "art work." And all creative work of whatever type is colored and conditioned by environment, of which the teacher makes so large a part.

5. Closely allied to all this is the objective to treat each child as an individual--to abolish mass education and the lock step. This means that we are not much longer going to tolerate anywhere rows of screwed-down desks and chairs, with a screwed-down little child at each one, the teacher always active, the children spasmodically so, and they only when the teacher permits it and directs their activity. It means also that children should advance at their own pace, whether slow or moderate or rapid, instead of at the pace of a mythical "average child" who does not and never did exist. Above all, it means that children's individual purposes and choices are important, at least as important as the teacher's purposes and choices, and that it is their right to be encouraged and helped in carrying them out.

6. In the modern school we wish to supply ideas and occupations suitable for children's leisure, one important idea being the pleasure of being independent and entertaining oneself. This objective is particularly important in an age of such temptations to passivity as mechanical toys, radio programs, and the silver screen.

7. We wish also to develop certain skills and techniques. The following are three principal groups: (1) the tools of learning which children need, often called the School Arts--reading, writing, spelling, arithmetic; (2) the motor skills, mainly use of those tools which are an extension of the hand--paint brush, crayon, pencil, and the sewing, cutting and measuring tools--all of them far earlier in the history of civilization than the traditional academic skills, and socially more important for children; and (3) improved oral expression, developed as children talk naturally in their free communication of ideas, and as we who teach them watch for and correct unpleasant voices, slovelly speech, and errors of pronunciation. Many other skills and techniques will at once occur to any teacher.

8. And last, we wish to establish certain habits and attitudes. In addition to physical habits, there are the social-moral habits of promptness, orderliness, obedience, self-control (a great saver of time and energy), perseverance, truth-telling, keeping a promise, economy in using materials, good manners (often called "minor morals"), reliability, taking responsibility, and seeing things through--in general, higher behavior standards. There are also intellectual habits. Examples are: associating the common things in our environment (as that trees, a woodpile, furniture, and a child's own work with tools have a common basis); fair-mindedness; analyzing; judging standards of work. All such social-moral and intellectual habits are specific, not general, and must be closely associated with

the situations in which they are to be practiced. Only so do children get the will as well as the can and the see of conduct, so that they want to do and remember to do what they have learned.

Attitudes are more general than habits. They have been called "habits with feeling added." The formation of healthy attitudes toward life, and a constantly increasing capacity for appreciating beauty, fineness, and high things are the real fundamentals which we wish a child to carry away from his years at school."

CHAPTER TWO

THE PROBLEM

The Origin of the Study

"It is not wise to push the exceptionally gifted child as rapidly as possible through the grades and send him to high school at an age at which he is socially unable to affiliate with his classmates. It is better to enrich the curriculum keeping the child's intellectual power active in an environment affording opportunities for association with children who are mentally and physically his peers.

The elementary school education of gifted children is greatly facilitated by segregation in opportunity rooms, as these offer **unexcelled** advantages for enriching the curriculum and adjusting the gifted child socially.

Education based on individual differences which is the method of the opportunity room, permits the child to take his own pace, to work to the maximum of his capacity, to develop habits of industry, and mental alertness and in every way to make the most of his abilities and talents." (1)

Pondering upon the above quotation, a Boston Public School Master determined to attempt an experiment. There would be one group of bright children who would be permitted "to make the most of their abilities and talents" providing that their individual interests proved of value, did not interfere with the rights of others, and met the requirements set forth in the Boston Course of Study for the respective grade of the group.

Thus originated the study, "An Activity Program in a Traditional School."

The Problem

Can the requirements set forth in the Boston Course of Study be taught to a superior group of sixth grade

THE
HISTORY OF

THE UNITED STATES OF AMERICA

FROM THE FIRST SETTLEMENTS TO THE PRESENT
BY JAMES M. SMITH

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FROM THE FIRST SETTLEMENTS TO THE PRESENT
BY JAMES M. SMITH

pupils through the utilization of an activity, (The class selected was a sixth grade composed of superior children).

Before showing how this objective can be accomplished, it is first essential to present several fundamental questions.

- I. What are the subjects to be covered in the Boston Course of Study for the Sixth Grade?
- II. What are the aims of these subjects as set forth in the Boston Course of Study for Grade Six?
- III. How are these aims to be accomplished through the utilization of an activity program?

The Subjects Required

The subjects to be covered in the Boston Course of Study for the Sixth Grade are as follows:

1. Arithmetic
2. English
3. Geography
4. Health Education
5. History
6. Manual Training
7. Household Science and Arts
8. Drawing
9. Physical Education
10. Music
11. Penmanship
12. Nature Study and Elementary Science
13. Character Education
14. Reading and Literature

ARITHMETIC (1)

Aims

- I. To secure accuracy and speed in the four fundamental processes and combinations of them with

- integers and common fractions
- II. To teach the four fundamental processes with decimal fractions
- III. To develop power in solution of problems using integers, fractions, and decimals
- IV. To develop the habit of estimating answers and checking results in all work

Content

I. Integers

1. Reading and writing numbers through billions
2. Review of Roman numerals. (Use as occasion requires in connection with reading of dates, etc.)
3. Review of the four fundamental processes, stressing division. (Multipliers and divisors should generally be limited to numbers of those figures.)

Practical application of the four processes and combinations of the same

II. Common Fractions

1. The four processes in common fractions as taught in Grade V reviewed
2. Practical application of all processes in problems

III. Decimal Fractions

1. Decimal fraction concept
2. Reading and writing of decimal fractions through thousandths. (Beyond thousandths, teach for informational purposes only.)
3. Comparative values
4. Annexing and prefixing zeros
5. Reduction of a decimal fraction to a common fraction
6. Addition and subtraction
7. Multiplication
 - a. Decimal by a whole number
 - b. Whole number by a decimal
 - c. Decimal by a decimal
8. Division
 - a. By a whole number
 - b. By a decimal
9. Reduction of a common fraction to a decimal
10. Aliquot parts
11. Practical application of decimals in problems

IV. Measurements

1. Review of the following tables previously taught and the practical application thereof in problems:

United States money
Liquid measure
Dry measure
Time
Linear measure

2. Complete table of square measure
3. Application in problems

Attainments to be Expected of Pupils
At the End of the Sixth Year

The following standards are applicable only for
Courtis Tests, when speed and accuracy are the
aims on the four fundamental processes:

	Speed or Number of Examples Attempted	Accuracy or Per Cent of Rights	Efficiency or Per Cent of Pupils reaching or Exceeding the Standard
Addition.	10	70	42.5
Subtraction . . .	10	90	33.8
Multiplication.	9	80	27.5
Division	8	80	43.5

ENGLISH

General Aims

- I. To awaken the pupil to take an active interest in his environment, so that he will have thoughts to express
- II. To cause him to realize that good English is a necessary tool for self-expression
- III. To make him desire to express his thoughts in the best way

Specific Aims

- I. To give the child the habit of using the best English forms
- II. To help him to gain the power to use effective words
- III. To strengthen and establish in him the "sentence sense"
- IV. To give the child power to combine a group of related thoughts on a given subject, and to arrange them so skillfully as to first arouse the interest of his audience, and then to hold its attention to the end
- V. In spoken English, to help the child to learn to stand well, to use a pleasing quality of voice, to pronounce his words correctly, to speak clearly, and to enunciate distinctly
- VI. In written English, to teach the child the definite ways dictated by good usage, for

arranging and punctuating his work, and to give him sufficient practice in applying the matter taught so that these particular ways of procedure may become habits

General Statement of Content

I. Composition (Spoken or written English)

1. The Title
(Study of what makes a title attractive)
 - a. Short; easily read at a glance
 - b. Significant of the contents of the composition
 - c. Capable of exciting interest or curiosity
2. The Individual word
 - a. The use of the specific word--exactness ("The right word in the right place")
 - b. The use of the simple word--strength and beauty
 - c. The use of synonyms and antonyms--avoidance of repetition
 - d. The use of introductory words--interest
 - e. The use of connective words (hook-words)--clearness and conciseness
3. The sentence
 - a. The study of the sentence to emphasize the sentence sense
 - b. The study of the sentence to secure clearness and force
(The best order for the words in the sentence)
4. The paragraph
 - a. The recognition of the advantage of an interesting beginning
 - b. The recognition of the absolute need for unity (one thought)
 - c. The recognition of the need for logical sequence
 - d. The recognition of the satisfaction of a well-rounded ending

II. Technicalities

1. Spoken or written English
 - a. Preliminary investigation
 - b. Kinds of errors that will need correction
2. Spoken English
 - a. Preliminary investigation
(As in II-1-a)
 - b. Kinds of errors that will need correction
Mispronunciation of final syllable
(window)

- Omission of final sound
(and--being)
- Mispronunciation of long sound of u
(duty)
- Insertion of extra sound between syllables
(draw-r-ing)
- Insertion of extra sound between words
(saw-r-a)
- Mispronunciation of vowel sound in word
(your--our--catch--just)
- Mispronunciation of th
(t-sound in three
d-sound in them)

3. Written English

- a. Preliminary investigation
(As in II-1-a)
- b. Kinds of errors that will need correction
 - Use of capital letters
 - Use of punctuation
 - Use of abbreviations
 - Use of contractions
 - Use of manuscript forms, for--
 - Story
 - Poem
 - Letter
 - Envelope

Attainments to be Expected of Pupils
At the End of the Sixth Year

I. Knowledge

- Knowledge of what constitutes a sentence
- Knowledge of the characteristics of a well-arranged paragraph
- Knowledge of the proper forms to be used in spoken and written English
- Knowledge of the ordinary rules of punctuation and arrangement
- Knowledge of the uses of words as parts of speech, and of simple sentence analysis

II. Habits

- The habit of good voice control, and of careful enunciation
- The habit of correct speech
- The habit of constantly expressing thought in clear forceful English

III. Skills

- The skill to tell or write a composition of six or eight related sentences in correct, clear English in such a way as to arouse and hold the interest of the listener or reader
- The skill to write a correct and interesting friendly letter
- The skill to write a simple business letter correctly and concisely
- The skill to consult a dictionary intelligently
- The skill to recognize the parts of speech

- The skill to analyze simple sentences
- IV. Ideals, Attitudes, Appreciations
- The ideal of becoming a person who habitually speaks and writes faultless English
 - The attitude of respect and admiration regarding excellence in language
 - The attitude of desire continually to improve in language power
 - The attitude of eagerness to read the best that good authors have written for young people
 - An appreciation of good English as a mark of true refinement
 - An appreciation of the artistic value of apt words correctly used
 - An appreciation of the skill shown by our best authors in use of words and in the structure of their sentences
 - An appreciation of the part that a thorough English training has in fitting a boy or a girl for a business life

GEOGRAPHY

Aims

- I. To emphasize the application of geography to the immediate problems of life; to show how men live and work as they do so far as practicable, why they live and work as they do in different environments in various parts of the world.
- II. To give the pupil a knowledge of the location and character of the leading surface features of the earth in their various relations to human activities, but never as isolated facts
- III. To give the pupil a sympathetic understanding of the conditions and problems of the peoples of other countries particularly those which are associated with, and grow out of, the kinds of lands in which they dwell.
- IV. To point the way to the better uses of land and other natural resources

Content

I. Europe

- 1. Europe As a Whole - "The Mother of Nations"
- 2. Great Britain - "The Greatest Commercial Nation in the World"
- 3. France - "The Home of an Artistic Nation"
- 4. Italy
- 5. The Iberian Peninsula --Spain and Portugal
- 6. Switzerland - "The Playground of Europe"
- 7. Germany - "A Beehive of Industry"
- 8. Belgium - "Busiest Workshop in Europe"
- 9. Holland - "Land of Dikes and Windmills"
- 10. Norway and Sweden - "The Land of the Mid-night Sun"

11. Denmark - "The Keeper of the Baltic"
12. Austria
13. Hungary - "The Land of Shepherd Kings"
14. Czechoslovakia - "The Key Land of
Central Europe"
15. Russia - "Federated Union of Sovereign
States)
16. Poland - "A Buffer State"
17. The Baltic States - "Russia's Window on
the Baltic"
18. The Balkan Countries - "The Whirlpool of
Europe"

II. Asia

1. Asia as a Whole - "Man's First Home" or
"The Cradle of the Race"
2. China - "The Oldest Living Nation"
3. Japan - "The Island Empire of the East"
4. India - "Valuable Colony of Great Britain"

III. Africa

1. Africa As a Whole - "The Cradle of Civil-
ization"
2. South Africa - "A White Man's Land"
3. Egypt - "The Gift of the Nile"

IV. Australia and New Zealand

1. Australia - "The Island Continent of the
World"
"The Smallest Continent in
the World"
2. New Zealand - "The Geyser Land"

Attainments to be Expected of Pupils At the End of the Sixth Year

I. Knowledge

1. The principal resources of each country
studied
2. The uses made of these resources by the
people of the country
3. The locations of the chief producing
regions and the important industrial
and commercial centers of each country
4. The chief commercial relations of each
country
5. The relations of the country and its
people to the United States
6. Current affairs pertaining to each country
and the activities of the people

II. Habits and Skills

1. Ability to secure geographical information
through the interpretation of maps, pictures,
and other graphic materials.
2. Ability to use efficiently books, indexes,
statistical tables, and references

3. Ability to apply geographical principles whenever practicable in the interpretation of current events
- A III. Attitudes
1. A desire to learn more about the people of the world and the countries in which they live
 2. A more sympathetic and neighborly feeling for other races
 3. An eagerness to enquire and find out about the source of different products and method of their production.

HEALTH EDUCATION

General Aim

- I. To produce a happy, healthy, useful citizen

Specific Aims

- I. To develop an appreciation of health
- II. To develop automatic health habits
- III. To satisfy the "why" for these health ideals, attitudes, and habits through some knowledge of elementary physiology
- IV. To develop these health ideals, attitudes, and habits through doing

Content

- I. Approach to the Year's work
- II. Personal Cleanliness - To explain effect of dirt on skin
- III. Cleanliness of Surroundings - To stress the necessity of clean surroundings in relation to personal cleanliness and health
- IV. Cleanliness of Clothing - To stress need of wearing clean, washable clothing in relation to personal health
- V. Cleanliness and Health - To explain how colds and common diseases are spread and what precautions should be taken
- VI. Food - To teach the different kinds of food and their value to the body
- VII. Digestion - To explain digestion, the need of eating wisely, and the elimination of waste
- VIII. Teeth - To teach structure and care of teeth
- IX. Posture and Exercise and Their Effects on Bones and Muscles - To teach need of correct posture and exercise and to show their effects on bones and muscles
- X. Respiration - To explain respiration and the need of fresh air at all times
- XI. Circulation - To teach circulation and how to keep the circulatory system in form
- XII. Rest and Sleep - To train children to rest when tired and to sleep the required number of hours
- XIII. The Eye - To explain in a simple manner the structure of the eye and how to preserve sight



- XIV. The Ear - To teach the child the structure and care of the ear
- XV. Safety - To train the children to "Stop, Look, and Listen"
- XVI. The Vacation - To promote desire to continue growth during vacation

Attainments to Be Expected of Pupils
At the End of the Sixth Year

The success of the health teaching can be measured by

- 1. The appearance of the class
- 2. Its growth records
- 3. Its daily habits
- 4. Its attitude toward health practices
- 5. Its freedom from physical defects
(tonsils, adenoids, defective teeth, etc)

HISTORY

Aims

- I. General aim of history
Preparation for effective participation in--
 - 1. National citizenship
 - 2. World citizenship
- II. Specific aims for this grade
 - 1. To awaken the child's interest in the study of history and to enrich his knowledge of same

Content

- I. The Old World Awakens
 - 1. The Old World learns of other lands
 - 2. The Old World develops important inventions
 - 3. The Old World seeks the riches of the East
- II. The Old World Learns About the New
 - 1. Spain leads the way
 - 2. England follows
 - 3. France enters the race
 - 4. Holland becomes interested
- III. The Old World Strengthens Her Hold On the New
 - 1. Spain strengthens her claims
 - 2. England claims a share
 - 3. France secures a foot-hold
- IV. The Old World Colonizes the New
 - 1. The English settle the Atlantic seaboard
 - 2. The Pilgrims and the Puritans settle New England
 - 3. The Quakers settle Pennsylvania
 - 4. Other Englishmen found colonies
 - 5. The Dutch settle New Netherlands
 - 6. The French settle the inland waterways
- V. The New World Continues the Rivalries of the Old

1. England and France become rivals in the Old
2. French and English colonists become rivals in the New
3. The French and English struggle for supremacy in America
- VI. The New World Develops a Life of Its Own
 1. New customs prevail
 2. New industries spring up
 3. A love of liberty develops
- VII. Background of American History
 1. The Cave-Dwellers, the Earliest Men
 2. The Egyptians, the Most Ancient of Civilized Peoples
 3. The Babylonians, the First Brick-Makers
 4. The Phoenicians, A Nation of Traders
 5. The Hebrews, the Writers of the Old Testament
 6. The Greeks, the Lovers of Beauty and Givers of Knowledge
 7. The Romans, the Successors of the Greeks
 8. The Germanic Tribes, the Conquerors of the Romans
 9. The People of the Middle Ages

Attainments To Be Expected Of Pupils
At the End of the Sixth Year

I. Knowledge

An understanding of those events in our history, from the period of discovery to the Revolutionary War, which have had a lasting effect on life in this country

An acquaintance with the personality and ideals of those leaders of this period whose influence contributed to the strength of our nation

II. Skills

The ability to use intelligently books and maps in seeking for information

III. Habits

That of forming impartial judgments

IV. Attitudes

Love for historical reading
Respect for one's fellow-man
Love for one's country

PENMANSHIP

Aim

To continue and improve the development of correct writing posture, management of writing materials in formal and applied writing, to develop increased speed and subsequent calibre of line, consistent with mental and physical coordination of children of this grade, namely, a speed of about twelve words a minute, and to develop an improved understanding of letter and figure features in the more complicated varieties necessary for written

expression in this grade, and to evolve through this inclusive development a writing product improved in control and correctness of features over that of previous grades and consistent with the ages of children of this grade.

Content

I.	Materials		
	Palmer Method Textbook (red), penholder of the variety supplied by the School Department, School Committee Pen No. 7, white paper 8" x 10" with $\frac{3}{8}$ ruling, black ink of consistency sufficient to make a black line.		
II.	Outline of Work in Textbook		
	September	Page 21 Through	Page 29
	October	"	40
	November	"	48
	December	"	56
	January	"	64
	February	"	72
	March	"	80
	April	"	85
	May	"	90
	June	"	94

Attainments To Be Expected Of Pupils At The End Of The Sixth Grade

At the end of every eight or nine weeks of school a Gradient Test, as outlined on the Instruction Sheet in the Gradient Envelope, should be given to the class and work rated subsequently by teacher and pupils and kept on file for reference.

NATURE STUDY & ELEMENTARY SCIENCE

Aim

To know, appreciate, and enjoy nature

Content

- I. Units of work
 1. Preparation for Winter
 2. Bird Migration
 3. Trees
 4. Weeds
 5. Butterflies and Moths
 6. The Sky
 7. Flower Families
 8. The Squirrel
 9. The Weather
 10. Toads

Attainments To Be Expected Of Pupils At The End of the Sixth Year

- I. Knowledge

An understanding of some of the common things in Nature with which the child is constantly coming in contact
- II. Habits

The habit of careful observation of plant and animal life, of the sky, and of natural phenomena

The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are in agreement with the experimental facts.

The second part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the elements of the periodic system. It is shown that the theory of the structure of the atom is in agreement with the experimental facts.

The third part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the compounds of the elements. It is shown that the theory of the structure of the atom is in agreement with the experimental facts.

The fourth part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the solutions of the elements. It is shown that the theory of the structure of the atom is in agreement with the experimental facts.

The fifth part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the alloys of the elements. It is shown that the theory of the structure of the atom is in agreement with the experimental facts.

The sixth part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the polymers of the elements. It is shown that the theory of the structure of the atom is in agreement with the experimental facts.

The seventh part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the crystals of the elements. It is shown that the theory of the structure of the atom is in agreement with the experimental facts.

The eighth part of the paper is devoted to a discussion of the application of the theory of the structure of the atom to the study of the properties of the glasses of the elements. It is shown that the theory of the structure of the atom is in agreement with the experimental facts.

III. Attitudes

A desire to learn more about Nature
The development of an inquiring mind

IV. Appreciations

Appreciation of the beauty of the great outdoors
Appreciation of the power of the Creator

READING AND LITERATURE

General Aims

1. To create a love for good reading
2. To develop the ability to gain pleasure from the printed page
3. To extend the child's experience
4. To develop the power to get the thought from books with accuracy, facility and reasonable rapidity

Specific Aims: Oral Reading

1. To develop the ability to give pleasure and information to others and one's self
2. To read with a pleasing, easily understood voice
3. To enunciate clearly and to pronounce correctly
4. To read with proper phrasing and expression

Specific Aims: Silent Reading

1. To develop the power to comprehend what is read
2. To train the child to read with his maximum degree of speed without sacrificing comprehension
3. To eliminate undesirable reading habits, such as head movement, short eye span, and inner speech
4. To train the child to organize, retain, and use the ideas gained; in short, to teach the child how to study
5. To train the child to appreciate the emotional qualities of a selection
6. To train in an appreciation for beauty of description and choice use of words
7. To give practice in use of table of contents, encyclopedia, dictionary, etc.

Specific Aims: Teaching Literature

1. To cultivate a taste for good literature
2. To fix in the child's mind certain valuable selections of poetry and prose
3. To cultivate an appreciation for fine character
4. To improve the child's vocabulary and style of speaking and writing
5. To lead the child to a desire to possess books of his own

A taste for good literature is not easily acquired. Children, if left to themselves, are apt to choose books

that have no literary value and do not present the right ideals. The teacher should know the inclinations of the children of her grade, and satisfy their desires with literature that will uplift. Through the study of various types of good literature children will be led to appreciate the good and desire to read only the best.

Content

- I. Types of Oral Reading
 1. Oral Reading of Selected Passages
- II. Audience Reading
- III. Remedial Work in Oral Reading
- IV. Purposes
 1. Reading for Pleasure
 2. Reading for Information and Study

Attainments To Be Expected of Pupils

At the End of the Sixth Grade

1. The child should have developed a love for good reading
2. He should have a desire to make use of the books the library affords him and to possess books of his own
3. He should have acquired sufficient skill to make him an acceptable oral reader
4. The child should be able to read silently with a good degree of comprehension
5. He should have developed such study habits as would make it possible for him to study independently

MANUAL TRAINING
HOUSEHOLD SCIENCE AND ARTS
DRAWING

These subjects were taught by specialists in these fields and thus their consideration will be omitted.

PHYSICAL EDUCATION (1)

Aims

The aim of the program is to attain and maintain perfect, natural carriage and to avoid all strained unnatural positions; and although all exercises in the course of study are essentially exercises for the improvement of posture, those chosen for the Body Mechanics Program are specifically corrective.

That the program may become effective, it is important to note the growth of the children throughout the year, and to make seating adjustments whenever, and

- (1) Boston Public Schools-School Document No. 6-1930-
Course in Physical Education for the Day Elementary
and Day Intermediate Schools-Grades I-VIII inclusive

as soon as, there is need for them.

Because all children need play and recreational activities, a list of games, having both corrective and recreational values, has been added to the program.

Folk dancing is a natural and happy way of training for bodily poise and grace, and should have a definite place in any effective program of physical education.

Content

- I. Correct Standing Position
- II. Correct Sitting Positions
 - 1. Sitting
 - 2. Active or Work Position
 - 3. Suggestion for Relaxed or Rest Position
- III. Corrective Exercises
 - 1. A and B Posture Group
 - 2. C Posture Group
 - 3. C Posture Group
- IV. Corrective Games
- V. Exercises for the Month (1)

CHARACTER EDUCATION (2)

Aims

It has been shown in the preceding pages that the good citizen is the one, who, because of the nobility of his character and the resulting usefulness of his life, is a constructive force in his community. If, then, we would train the children in our public schools to be good citizens, our conscious and constant aim should be to develop qualities of noble character. This aim must be kept constantly in mind every lesson of each subject of the curriculum, in every activity of the class room, and in every situation during the entire day while the teacher is the guiding force.

To accomplish this aim, this outline proposes definite teaching to the end that children will strive to practice certain fundamental virtues of which they are made conscious

The following virtues are fundamental and therefore of vital importance

- 1. self-preservation through the reasonable observance of the laws of health
- 2. self-control
- 3. self-reliance
- 4. truthfulness and reliability
- 5. justice as shown in clean, fair play
- 6. faithfulness to duty
- 7. conscientiousness in the doing of one's work to the best of one's ability

- (1) Boston Public Schools-School Document No. 12-1921-
Course in Physical Education for the Day Elementary
and Day Intermediate Schools - Grades I-VIII inclusive
p. 4-21
- (2) Course in Citizenship Through Character Development
Boston Public Schools Course of Study, City of Boston
School Document No. 10-1924

8. willingness to cooperate in working harmoniously and well with others
9. kindness towards all
10. obedience to duly constituted authority
11. loyalty to home, to school, to country, to faith

All of these may be considered as springing from one great foundation virtue--that of unselfishness. The teacher who is successful in communicating to her pupils this spirit so that they will build for themselves a strong habit of acting unselfishly, will have taught with effectiveness many other specific virtues as well

Each day the teacher should stress the greatness of so living as to make it easier for others to believe in the right and to practice the right

Such living is best accomplished by the individual who is most unselfish. A detailed consideration of the virtue of unselfishness in its broadest sense places emphasis on the following truths

1. He who cares for his own body by that very act guards the health of the community
2. He who controls his thoughts, his temper and his tongue helps bring peace to those around him
3. He who learns to stand independently and fearlessly for the right helps to raise the standard of the community life and to inspire others with courage
4. He who can be trusted makes right social and business relations more possible
5. He who plays fair, keeps his own self-respect and helps his opponent to do the same, while his example strengthens his weaker neighbor
6. He who is faithful to duty helps to lay a dependable foundation for family and community life
7. He who does his work conscientiously each day does his bit towards making the output from his community grow steadily in excellence
8. He who can harmonize his interests with those of his neighbor helps his neighbor to strive with him for a goal which is good for all
9. He who is kind in thought, speech, and act helps the stranger among us to become more truly American
10. He who is at all times obedient to duly constituted authority contributes a large measure of success to the enterprise of living and working together under a democratic form of government
11. He who is unwaveringly loyal to family, school, community, country and to faith, helps to turn into right channels the forces which otherwise might result in lawlessness and anarchy

Content

Code of Morals

Boys and girls who are good Americans try to become

strong and useful that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed

- I. The law of Health
 1. The Good American Tries to Gain and to Keep perfect Health
- II. The Law of Self-Control
 1. The Good American Controls Himself
- III. The Law of Self-Reliance
 1. The Good American is Self-Reliant
- IV. The Law of Reliability
 1. The Good American is Reliable
- V. The Law of Clean Play
 1. The Good American Plays Fair
- VI. The Law of Duty
 1. The Good American Does His Duty
- VII. The Law of Good Workmanship
 1. The Good American Tries to do the Right Thing in the Right Way
- VIII. The Law of Team-Work
 1. The Good American Works in Friendly Co-operation with His Fellow Workers
- IX. The Law of Kindness
 1. The Good American is Kind
- X. The Law of Obedience to Duly Constituted Authority
 1. The Good American Obeys the Laws
- XI. The Law of Loyalty
 1. The Good American is Loyal

Attainments To Be Expected Of Pupils At
The End Of The Sixth Year

- I. Characteristics Resulting From the Development of the Fundamental Virtues
 1. The Most Worthy Type of Citizen of our Republic Possesses in a High Degree the Following Fundamental Virtues
- II. Characteristics Resulting from Adjustment of Life Work to Native Endowment
 1. The Most Worthy Type of Citizen of our Republic is, by Virtue of His Native Endowment of Personality and Intellectuality, Either a Leader in the Way of Truth, Justice, Righteousness, and Betterment, or an Intelligent, Willing Follower of Such Leadership
- III. Characteristics Resulting From Developed Capacity for the Right Use of Leisure
 1. The Most Worthy Type of Citizen of Our Republic has a Capacity for Enjoyment that is Innocent, Informing, Elevating, and Refining, and Exercises that Capacity

MUSIC

Aim (1)

- (1) At the present time a new course of study in music is being constructed. The teachers are supplied with the contents to be covered

Content (1)

- I. Term I: September, October, November, and December
Continue the topics in tune and time studied
in Grade V.
1. Tune: Introduction of # chromatics approached
from below.
 2. Time: Introduction of sixteenth notes
four sounds to the beat.
 3. Two-part singing.
- II. Term II: January, February and March.
1. Tune:
 - a. Additional chromatics:
7, 3, 6, etc.
 2. Time:
Two uneven sounds to one beat in $\frac{2}{3}$ and $\frac{2}{4}$
 $\frac{3}{4}$ time. Dotted eighth and sixteenth
Contrast with even two eighths.
Three part rounds.
- III. Term III: April, May and June.
1. Tune:
Minor scale - Three forms
 2. Time: Introduction of the triplet
Review of compound time $\frac{6}{8}$
 3. Introduction of three-part singing.
 4. Naming of keys

Attainments To Be Expected Of Pupils
At the End Of The Sixth Year (2)

-
- (1) Quoted from typed outlines distributed by
Department of Music--Boston Public Schools
- (2) At the present time a new course of study in music
is being constructed. The teachers are supplied
with the contents to be covered.

CHAPTER THREE

THE APPROACH

How are the requirements set forth in the Boston Course of Study to be taught to a superior group of sixth grade pupils in a public school situation through the utilization of an activity program?

The transition from the traditional program with its teacher-dictation method, with its definite programs of work and prescribed courses of study; the traditional classroom with its stationary chairs; forty-one boys and girls of varying abilities hitherto trained under the old regime, albeit of superior intellects, to a program of pupil activity presented an overwhelming problem.

To promote pupil activity, to arrange school activities that would provide experience for the pupils through participation in situations from real life and at the same time meet the requirements of an established curriculum was the responsibility of the teacher.

She seizes every opportunity and experience that presents itself in the course of the activity which will lead the members to fulfill the aims of the subjects already described. If none appear she provides situations which will cause the members to fulfill aims.

At the same time, she must provide opportunities for the children to propose, to plan, to execute, and to evaluate their own procedure. However, it is encouraging that an activity once launched offers many rich and varied opportunities and experiences to a group

THE HISTORY OF THE
CITY OF BOSTON

The city of Boston, situated on a neck of land between the harbor and the bay, has been the seat of commerce and industry since the first settlement in 1630. It was the first city in America to have a harbor, and its location made it a natural center for trade. The city grew rapidly, and by the middle of the 17th century it was one of the largest and most important cities in the colonies. It was the site of the first printing press in America, and the first university, Harvard College, was founded here in 1636. The city was also the center of the Puritan movement, and it was here that the first slave ship arrived in 1619. The city's history is a story of growth and change, and it has played a major role in the development of the United States.

of earnest, enthusiastic boys and girls.

Then having provided or seized the opportunity, she stimulates further response and guides the activity. There must be guidance. It is a simple matter for a class to go off on a tangent or to wander away from the subject on hand until the original problem seems buried or even lost.

"Sympathetic guidance there must be, for otherwise school work would deteriorate into a mere trial-and-error method of learning, and the child would be deprived of his rightful heritage of profiting by the experience of the race.

The demand for more pupil activity has not come from a desire to place responsibility upon the pupils before they are ready for it, but, rather to enable them to grow in the necessary exercise of those functions which life is constantly demanding." (1)

A teacher carrying on an activity program must be particularly careful in the limit and scope of the activities suggested. She must ever question herself: "Are these activities worth while? Do they provide worth while opportunity for responses which yield outcomes in terms of the curriculum subjects? Do they provide opportunity for the development of valuable habits for application in the learning process? Do they provide opportunity for exercise in the habits and functions which society demands? How long shall each activity last?

The limit and scope of the activities depend

(1) Minor, R. - Pupil Activities in the Elementary
Grades Preface p. VI

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entirely upon the needs of the members and the importance and value of the particular activities. But whatever the length of time taken, whether they continue throughout the year or be broken into shorter units of one or two months, the activities must be worthwhile, they must foster opportunities for the realization of the aims of the school subjects already described, and they must provide ample exercise for the aims, purposes, and advantages of the new education.

Selection of Group

The group selected for this study was a sixth grade in the Roger Wolcott School, Dorchester, Massachusetts. The class consisted of forty-one selected children of superior intelligence; twenty-one boys and twenty girls. The pupils in this district are the children of European immigrants or grandchildren of European immigrants who had come to America, either to seek their fortunes, or to find religious or political freedom. These parents were for the most part successful shopkeepers, who because of their own childhood deprivations were eager to provide their sons and daughters with the best in education and life that their means would enable them to. These parents trusted unquestioningly the principal and his methods, and cooperated with him whole-heartedly.

To prevent the development of any objectionable reactions, neither the children nor the parents were informed that these children had superior mental ability;

nor that they were being placed in a class in which a new procedure was to be employed. As was the traditional practice, an intelligence test was administered before the close of the school year. Again according to custom, the results of these tests were kept from the children and their parents. The classes in this district were never passed as a unit to the next grade. Each new class was composed of several members from five or six preceding classes. Thus outwardly, the class selected for this study resembled the other six sixth grades.

The Period of Exploration

It was the last day of school in June , 1929. In Boston the pupils are promoted at the close of the school term. Forty-one eager-eyed expectant boys and girls had just been promoted and had gathered together for one short hour before leaving for their long summer vacation. Shyly, yet curiously they inspected their new teacher. They were unaware that they were a selected superior group. They did not know that they were to be participants in a new type of classroom procedure. They did know, however, that they were to be under the guidance of a teacher whose former classes had carried on unusual class activities. She had already conducted several activity projects with former classes.

Since the work of the following season was to be based upon the interests of the forty-one children before her, the teacher immediately began to pave the way for an activity which might possibly develop from the coming

summer vacation!

Fortunately, the very next morning, she herself was to set sail on a fascinating trip to the shores of California. To a rapt audience she enthusiastically outlined her coming trip. The numerous questions that this brief but vivid description evoked, initiated the first project.

The children begged to hear the outcome of this trip on their return to school. This the teacher assured them she most surely would be able to carry out as she always kept a diary of her interesting experiences. By this time, much of the shyness had worn off. The last half hour was almost a stampede, so eager was each pupil to contribute his plans to the general conversation. They, too, were going away! They, too, would bring back diaries!

Thus the stage was set for the opening day of school and the first project was on its way.

Before stating or rather describing the discoveries revealed during this period of exploration, the class status of the initial situation may prove helpful in interpreting the findings.

The Class Status

As already noted, the class consisted of forty-one selected Group A sixth grade children. The average chronological age was ten years, five months, with a range of eight years, eleven months to eleven years, eleven months, (see table I), one year younger than groups B and C of corresponding grade.

1800

Received of the Honble the Secretary of the
Board of Directors of the Bank of England
the sum of £1000000 in full of the
principal of the loan of £10000000
for the purpose of the purchase of the
consols of 1825

And I hereby certify that the said
sum of £1000000 has been paid to the
said Bank of England in full of the
principal of the loan of £10000000
for the purpose of the purchase of the
consols of 1825 and that the said
sum of £1000000 has been paid to the
said Bank of England in full of the
principal of the loan of £10000000
for the purpose of the purchase of the
consols of 1825

Witness my hand and seal this 1st day of

January 1826
At the City of London
In the presence of the Honble the
Secretary of the Board of Directors of the
Bank of England

James G. Thompson

James G. Thompson Esq
of the City of London
being the only surviving member of the
Committee of the Bank of England
for the purpose of the purchase of the
consols of 1825 and being the only
member of the said Committee who has
survived the death of the other members
of the said Committee

Three intelligence tests were given. A National Intelligence Test had been given this class the previous June. Another form of the National Intelligence Test was given in September 1929, and a Kuhlman Anderson Intelligence Test followed this, also in September 1929. The median I. Q. for the three tests was 131.2, thus making the group a very superior one. The range was 120-149. The results of these three tests will be found in Table II.

The interpretation of intelligence quotients according to Terman are as follows: (1)

"Near" genius or genius	- above 140
Very Superior	- 140 - 120
Superior	- 120 - 110
Normal or Average	- 110 - 90

The class results showed:

3 cases	- Near Genius or Genius
37 cases	- Very Superior
1 case	- Superior
0 case	- Normal or Average

The school history revealed nothing unusual. With the exception of eight children who had come from a rapid advancement class where three year's work had been accomplished in two, the class had had yearly grade advancement with no double promotions or retardations. Two of the forty-one had been members of classes in which informal work had been carried on.

(1) Terman, L. M. - The Measurement of Intelligence
p. 79

All but three were American Jews born of Russian, Polish, or Austrian parentage, first and second generations. The three exceptions were of Irish, Italian and German stock respectively.

Their health as a whole was good. There were no serious defects. Three wore glasses. Their color, however, in many, many instances was very, very poor, causing these children to look delicate. This pallor was later traced to lack of sufficient outdoor exercise.

The home advantages of these children were a little above average. In the majority of cases the parents owned shops or stores. Many were possessors of automobiles, radios, pianos, etc. Nearly all the children took some form of lessons outside of school hours; Hebrew, elocution, dancing, music. The parents were unusually ambitious for their children, and in some cases over indulgent in their eagerness to give to their children what they themselves had missed in their youth and childhood. Books of various types (fiction, non-fiction, reference) were in the homes; ranging from three in one home to three hundred in another. In addition, the children all possessed library cards which were freely used. It was unusual to see a member of this class without a couple of books tucked under one arm. Most homes subscribed to magazines.

There were plenty of games, toys, etc. Two languages were spoken in every home and in some homes, even three.

THE HISTORY OF THE
CITY OF BOSTON
FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
IN TWO VOLUMES
BY NATHANIEL BENTLEY
OF THE BARRISTER AT LAW
IN GREAT BRITAIN
AND OF THE COMMONS OF GREAT BRITAIN
IN PARLIAMENT ASSEMBLED
COUNSELLOR AT LAW
LONDON
PRINTED BY J. BARNARD, ST. MARTIN'S LANE
1787

The children were, as a whole, well disposed, eager to learn, and unusually well appearing in both physique and carriage. There was a quaint charm about them and a marked amount of self-confidence and poise. Nothing seemed too difficult for them to tackle. In fact the harder the problem, the keener the zest to tackle it.

The First Project

The word project or activity was not introduced. During the first week of school the amount of souvenirs and postcards poured in, in such large amounts, that some definite action was necessary. So developed the first big unit, "A Summer Exhibit!"

This first venture, which lasted about four weeks, served a double purpose. It provided a free and informal atmosphere which quickly enabled the pupils to get acquainted with their teacher and with each other; and at the same time enabled the teacher to make some very interesting and valuable discoveries.

Interests

This unit of work, "A Summer Exhibit" naturally entailed a certain amount of freedom. In addition these children were still further encouraged to freely express their thoughts and ideas. Thus the types of work desired by these pupils were very early made known.

First and foremost, these youngsters were ardent advocates of free speech. They seemed tireless in this respect. The right to indulge in free speech was a new

and novel experience. Accordingly, they gave full rein to this prerogative. Of course a close second was argumentation. They possessed the ability of sticking to a point until their adversaries either gave in or turned the tables the other way. Being untiring workers, these children naturally had a strong leaning towards research work. Some of the activities described in Chapter Four will more definitely demonstrate these leanings.

The forms of participation indulged in during the first few weeks of school; free speech, argumentation, and research revealed many interests. Following are listed some of the special interests:

Travel
Science
Collecting
Reading
Lecturing
Poetry reading
Poetry writing
Music
Writing of plays
Dramatization etc.

Difficulties

Although this type of work and this type of children progress more interestingly, they also present more problems. The freedom permitted revealed many difficulties that needed to be overcome; marked egotistical tendencies, lack of patience with other children's opinions, lack of patience with work or material not selected but imposed, lack of patience with uninteresting but necessary drill, lack of courtesy and cooperation, lack of consideration for the rights of other, lack of

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responsibility and thoroughness, lack of neatness. Some of the pupils were slow, careless workers; while others were quick but shallow thinkers. Many knew the end they were seeking but had little or no ability to discover or solve the means to the end desired.

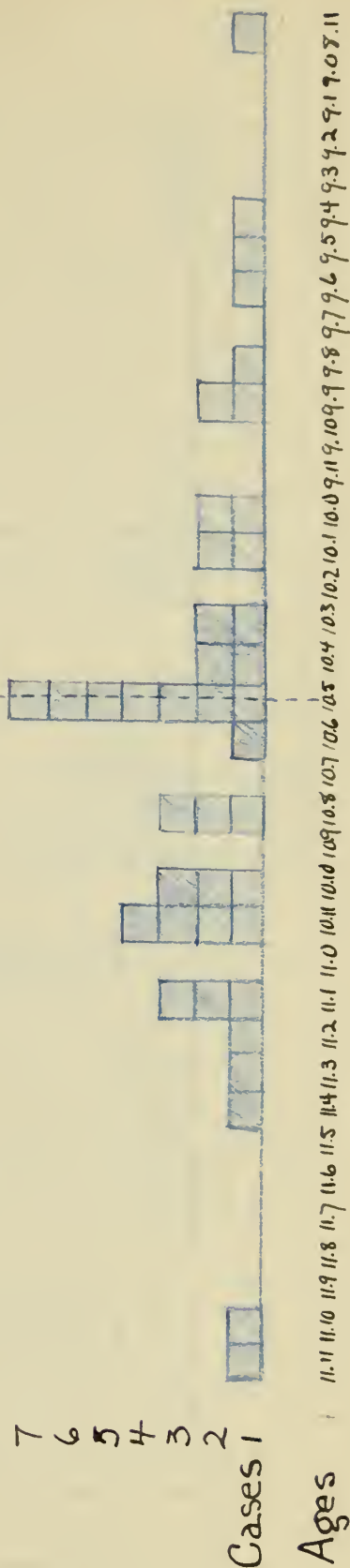
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C.A.'s SEPT. 1929

Table I

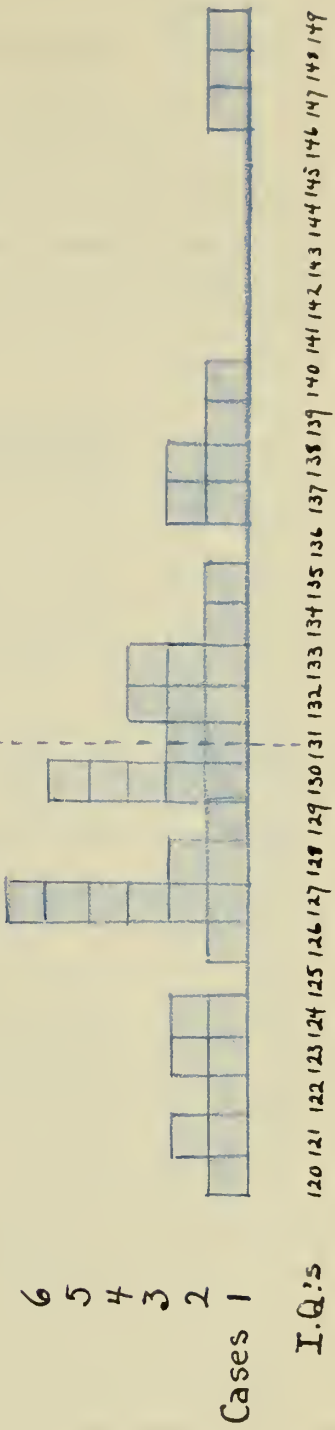
Median 10 yrs. 5 mos. Range 8 yrs. 11 mos. - 11 yrs. 11 mos.



I.Q.'s SEPT. 1929

Table II

Median 131.2 Range 120-149



I.Q.'s

The Method of Procedure

Because of the nature of this group of children, the teaching procedures and techniques employed were those suggested in studies on children.

The teacher was given carte blanche, but with one restriction, - the aims and requirements set forth in the Boston Course of Study for the sixth grade must be fulfilled.

Overcoming Difficulties

The first problem that was undertaken was the overcoming of the difficulties already stated which were revealed through the development of the first project.

Dr. Suhrie of the University of New York has said, "A school is a place where people of any age may get together to help each other with the aid of a teacher."

With this thought in mind, the teacher set to work. The most effective remedy in overcoming the difficulties proved to be the organization of a club. Its growth was rapid. Like Minerva, it apparently had no infancy. Activities sprang up over night.

At the beginning of this club project, the meetings were held only during specified periods; but as the activities multiplied, more time had to be provided. After much careful deliberation by both the teacher and the pupils a decision was reached. All the school work to be accomplished would be some form of club work. The

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length of the club session was to be the length of the school day. The club was formally opened in the morning and formally closed at the end of the day. The two sessions, morning and afternoon, were divided into work periods, conference periods, recreation and relaxation periods. This necessitated a program. This working program was not formed in a day or even a month. When it was finally adopted in its present form (see Table III), three months after the opening of school, this program was still subject to change. Although the class appreciated the necessity of regular routine, as a means of more rapid progress, and held to its program quite faithfully, the members also knew that it could be changed if occasion or needs demanded a change.

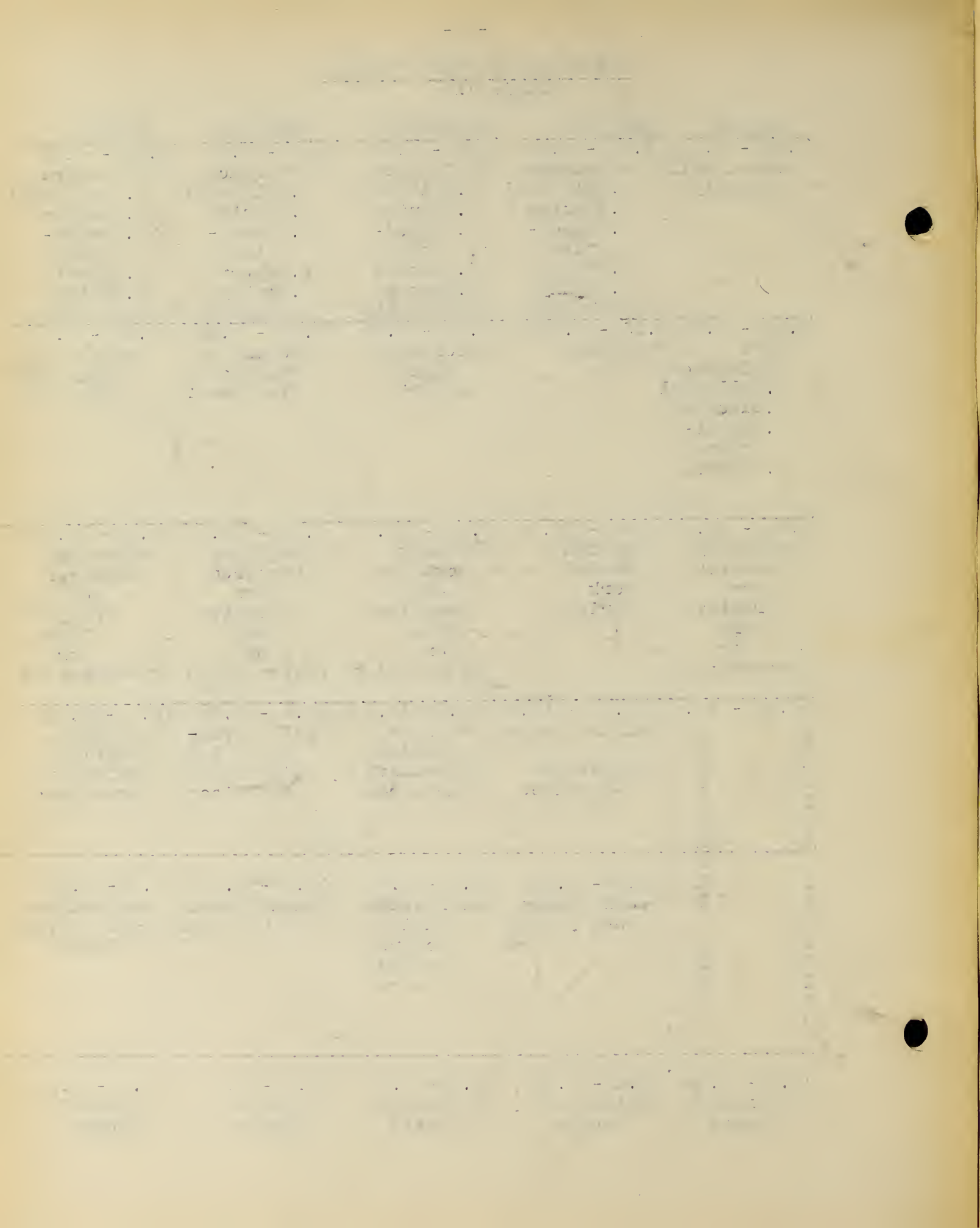
The arrangement of the program, the period titles, the absence of some school subjects, the irregular time allotments greatly disturbed many visitors and supervisors who still adhered to the traditional curriculum and program. Though the program appeared bewildering, it had been carefully planned and included all the required school subjects and time allotments.

It was an attempt to approximate as nearly as possible what to the children were real-life situations. It was built on their needs and interests and the established curriculum of the school system.

THE GRADE SIX CLUB PROGRAM

Table III

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 - 9.15 School Hall Assembly	8.45 - 9.15 Conference 1.Roll Call 2.Minutes 3.Inspec- tion 4.Reports 5.Worthy Membership	8.45 - 9.15 Conference 1.Roll Call 2.Minutes 3.Inspec- tion 4.Reports 5.Worthy Membership	8.45 - 9.15 Conference 1.Roll Call 2.Minutes 3.Inspec- tion 4.Reports 5.Worthy Membership	8.45 - 9.15 Conference 1. Roll Call 2.Minutes 3.Inspec- tion 4.Reports 5.Worthy Membership
9.15 - 9.30 Short Conference 1.Roll Call 2.Minutes 3.Inspec- tion 4.Reports	9.15 - 9.30 Banking	9.15 - 9.30 Recreation Book Reports	9.15 - 9.30 Recreation What Do You Know?	9.15 - 9.30 Recreation Grade Six Club Chat
9.30 - 10.00 Geography Research or Creative Work or Presentation	9.30 - 10.00 English Needs Work Period	9.30 - 10.00 History Research or Creative Work or Presentation	9.30 - 10.00 Geography Research or Creative Work or Presentation	9.30 - 10.00 Geography Research or Creative Work or Presentation
10.00 - 10.40 M A N U A L T R A I N I N G	10.00 - 10.10 Welfare Period Corrective Exercises 10.10-10.40 Music Needs Work Period	10.00-10.10 Welfare Period Corrective Exercises 10.10-10.40 Recreation Music Lovers Period	10.00-10.10 Welfare Per- iod Corrective Exercises 10.10-10.40 Music Needs Work Period	10.00-10.10 Welfare Period Corrective Exercises 10.10-10.40 Recreation Music Lovers Period
10.40-11.00 Relaxation Recess	10.40-11.00 Relaxation Recess	10.40-11.00 Relaxation Recess	10.40-11.00 Relaxation Recess	10.40-11.00 Relaxation Recess



THE GRADE SIX CLUB PROGRAM

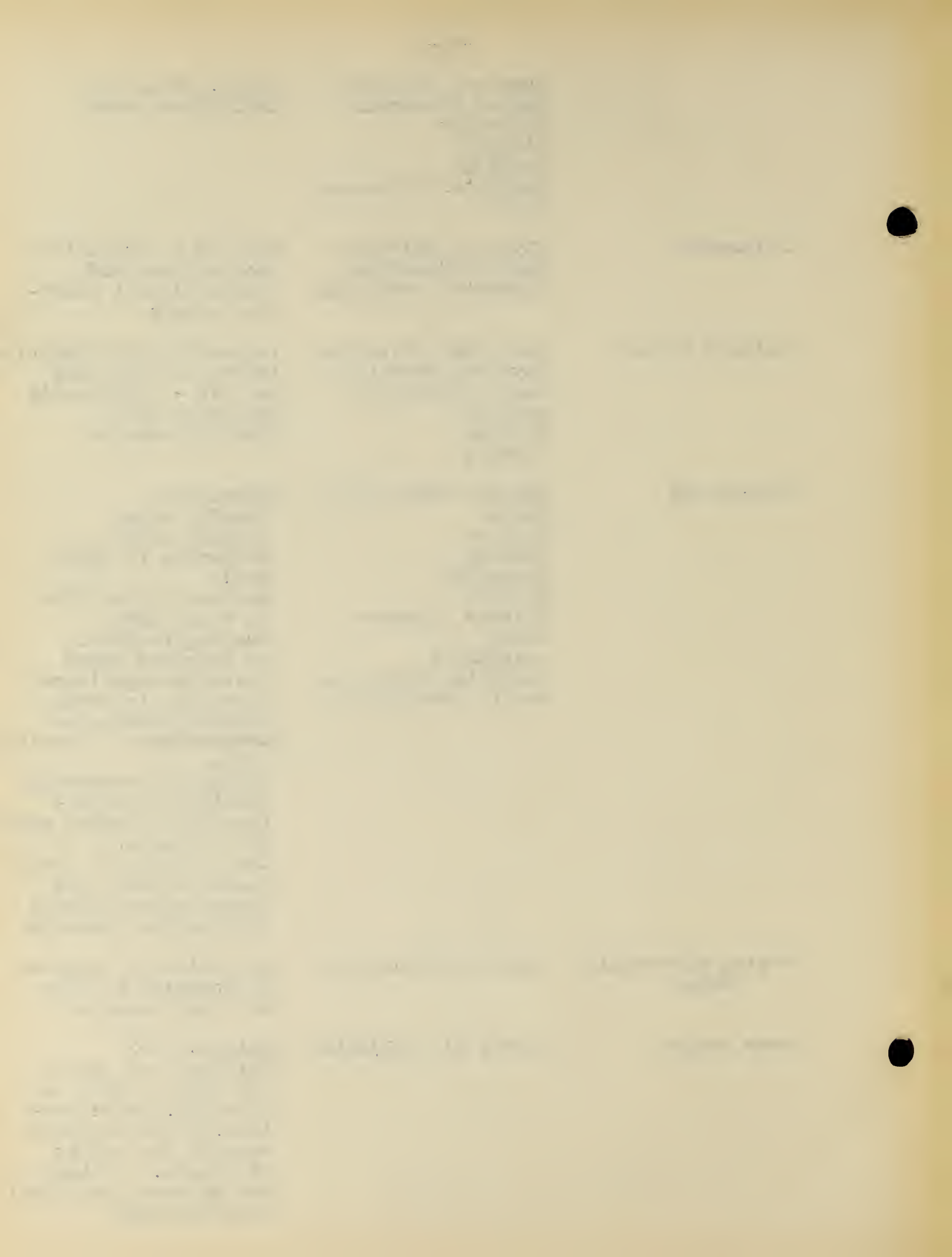
Table III (con't.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11.00-12.00 Manual Training and Household Arts Con't.	11.00-12.00 History Research or Creative Work or Presentation	11.00-12.00 Geography Research or Creative Work or Presentation	11.00-12.00 History Research or Creative Work or Presentation	11.00-12.00 Drawing Creative Work
NOON	-	LUNCHEON		
1.15-1.30 Opening of Session Roll Call Reports	1.15-1.30 Opening of Session Roll Call Reports	1.15-1.30 Opening of Session Roll Call Reports	1.15-1.30 Opening of Session Roll Call Reports	1.15-1.30 Opening of Session Roll Call Reports
1.30-2.15 Arithmetic Needs Work Period	1.30-2.15 Arithmetic Needs Work Period	1.30-2.15 Arithmetic Needs Work Period	1.30-2.15 Arithmetic Needs Work Period	1.30-2.15 Arithmetic Needs Work Period
2.15-2.30 Penmanship Needs Work Period	2.15-2.30 Penmanship Needs Work Period	2.15-2.30 Penmanship Needs Work Period	2.15-2.30 Penmanship Needs Work Period	2.15-2.30 Penmanship Needs Work Period
2.30-2.35 Relaxation Games or Exercises	2.30-2.35 Relaxation Games or Exercises	2.30-2.35 Relaxation Games or Exercises	2.30-2.35 Relaxation Games or Exercises	2.30-2.35 Relaxation Games or Exercises
2.35-3.00 Spelling Needs Work Period	2.35-3.00 Recreation Listening to Radio	2.35-3.00 Welfare Period Keeping Fit	2.35-3.00 Scientific Research or Creative Work or Presenta- tion	2.35-3.00 Spelling Needs Work Period
3.00-3.20 Free Period	3.00-3.20 Free Period	3.00-3.20 Recreation Poems We Enjoy	3.00-3.20 Recreation Reading to Each Other	3.00-3.20 Free Period
3.20-3.30 Retrospec- tion and Prognosti- cation	3.20-3.30 Retrospec- tion and Prognostica- tion	3.20-3.30 Retrospec- tion and Prognostica- tion	3.20-3.30 Retrospec- tion and Prognostica- tion	3.20-3.30 Retrospec- tion and Prognostica- tion
CLOSE OF SCHOOL DAY				

Explanation of the Grade Six Club Program

<u>Period Activities</u>	<u>Traditional School Subjects Covered</u>	<u>Description</u>
Conference	Character Education English Reading Health Education	Opening Exercises Preparation for Day's Work Health Inspection
Research	Geography History Reading English Elementary Science and Nature Study Music Health Education Character Education Physical Education	Learning How to Study Supervised Study Health and Physical Requirements con- ducive to successful study habits
Creative Work	Character Education Geography Manual Arts Drawing History English Reading Science & Nature Study Health Education Physical Education Arithmetic Penmanship Music	Making Things Manual Objects Plans - Maps Models diagram Intellectual Illustrations Intellectual Creations Poetry Plays Stories Tests Games Songs Book Reports
Presentation	Geography Manual Arts Drawing History English Reading Science & Nature Study Health Education Physical Education Arithmetic Penmanship Music	Presenting Results Reports Intellectual Creations Discussion Tests Games Performances Plays Tests Games Creations Exercises
Work Periods	Arithmetic Penmanship Spelling	Instruction or Practice or Checking on

	Physical Education Health Education Geography History Reading Character Education Music	class, group or individual needs
Relaxation	Physical Education Health Education Character Education	Resting or relaxation How to rest and relax without annoy- ing others
Welfare Period	Character Education Physical Education Health Education Reading English Drawing	Instruction and Exercise in how to keep well and fit -- physically and mentally Checking results
Recreation	Physical Education Music English Reading Geography History Science & Nature Study Arithmetic Character Education Health Education	Recreation Playing Games Singing songs Listening to good music Reading choice bits to each other Reading sections of favorite books Relating experiences Listening to radio Reading reports on interesting or favorite books Asking and answering questions not per- taining to school work in particular How to look fit while having a good time Learning how to play Reading for pleasure
Worthy Membership Period	Character Education	Instruction & practice in learning to play and work together
Free Period	Covers all subjects	Optional Work Children may select any type of work, or activity, or recrea- tion, providing they respect the rights of others. In this period much individual work was done



Teacher or pupils
assistants giving
instruction,
exercise, or any
assistance desired

Retrospection

Covered all subjects

Review

A brief review of day's
work. A brief check
of individual growth.
A brief check on
individual needs

Prognostication

Preparation

for next day's work.
Work to be ready.
Reports to be made.
Home work, etc.

One of the first outcomes of the club organization was the formation of a club constitution. After much careful thought, and deliberation, much correspondence, some visits, and many heated discussions, the following constitution was formulated.

Constitution of the Grade Six Club

Article 1-Name.

Section 1-The name of this organization shall be the Grade Six Club.

Article 2-Object of Organization.

Section 1-The object of this organization shall be to help one another, to broaden the knowledge of its members, and to become healthy, cheerful, willing, industrious, worthwhile, co-operative workers.

Article 3-Membership.

Section 1-The membership of this organization shall include all members of Room 9.

Section 2-The dues of this organization shall be 2¢ a week.

Article 4-The Officers.

Section 1-The officers of this organization shall be President, Vice-President, Secretary, Asst. Sec'y., Treasurer, and Asst. Treasurer.

Section 2-The officers shall hold office for two months.

Article 5-Duties of Officers.

Section 1-The Duty of the President is to preside over all meetings and see that all work is executed.

Section 2-The duty of the Vice-President is to take

1. The first part of the report
describes the general situation
of the country.

2. The second part of the report
describes the situation in the
different regions of the country.
3. The third part of the report
describes the situation in the
different branches of the economy.
4. The fourth part of the report
describes the situation in the
different social classes.

5. The fifth part of the report
describes the situation in the
different parts of the country.
6. The sixth part of the report
describes the situation in the
different parts of the country.
7. The seventh part of the report
describes the situation in the
different parts of the country.

8. The eighth part of the report
describes the situation in the
different parts of the country.
9. The ninth part of the report
describes the situation in the
different parts of the country.
10. The tenth part of the report
describes the situation in the
different parts of the country.
11. The eleventh part of the report
describes the situation in the
different parts of the country.
12. The twelfth part of the report
describes the situation in the
different parts of the country.
13. The thirteenth part of the report
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different parts of the country.
14. The fourteenth part of the report
describes the situation in the
different parts of the country.
15. The fifteenth part of the report
describes the situation in the
different parts of the country.

charge in case of President's absence, and see that all committees fulfill their tasks.

Section 3-The duties of the Secretary are to report on each meeting, and take note of all activities.

Section 4-The duties of the Asst. Sec'y. are to help Secretary, or take charge in case of absence.

Section 5-The duty of the Treasurer is to collect or report all money brought or taken out of the organization.

Section 6-The duty of the Asst. Treasurer is to help Treasurer or take charge in case of absence

Article 6-Meetings.

Section 1-The Grade Six Club meets every school day from 8:45 A.M. to 3:30 P.M.

Article 7-Committees.

Section 1-There shall be an entertainment committee appointed every two months. It shall be the duty of this committee to provide an entertainment when so desired by the organization.

Section 2-There shall be a suspension committee appointed every two months. It shall consist of two members. It shall be the duty of this committee to take charge of the suspension cases.

Article 8-Rules and Regulations.

Section 1-The rules and regulations of this constitution shall be obeyed.

Section 2-All officers shall be respected and obeyed providing they are just and courteous.

Section 3-All members violating any rule or regulation three or more times shall be suspended from the organization and perform the punishment meted out by the suspension committee. The length of suspension is two days. During this period suspended members shall lose their optional work and the privilege of participation in the activities of the organization.

Section 4-There shall be no talking unless absolutely necessary. Such talking should be so carried on that only the members that are participating can hear it. Any member who wishes to be recognized by the President or the adviser shall raise his or her hand until recognized.

Section 5-All members while listening to a speaker shall bear in mind the requirements of a good audience.

1. Keeps quiet thereby encouraging the speaker.
2. Remains in its place.
3. Keeps eyes focused on speaker.
4. Listens politely whether interested or not.
5. Does not disturb or distract speaker.

Section 6-All members addressing the organization shall bear in mind the requirements of a good speaker.

1. Stands erect on two feet without unnecessary movements.
2. Speaks clearly and distinctly so that the audience can hear.
3. Is prepared with worthwhile material.
4. Uses interesting vocabulary.
5. Speaks as if he had something worthwhile to contribute.
6. Uses excellent English.
7. Speaks in complete sentences.
8. Keeps to his point and does not tire his audience.

Article 2, of the club constitution also paved the way for the requirements of the course of study. It wasn't very long before every subject required, through the indirect aid of the teacher, became an essential club need.

Self-government and the freedom that came with it was a new experience for the members. They had to be eased into these privileges gently and gradually. No license was tolerated. It was freedom under government such as is found in any democratic community. As the pupils gained power, the teacher receded into the background and was relegated to the position of club advisor. It was interesting to watch the pupils discover and solve their particular needs and problems.

The following secretary's report gives the minutes of a day's work.

Secretary's Report

October 9, 1929

The Grade Six Club opened at 8:45. Arline took the roll call. There was 100% attendance. Miss K. read a psalm from the Bible after which we had the flag salute. The minutes of the previous day were then read, corrected, and accepted. Secretaries must be very explicit in order

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that the minutes may be used for reference if necessary. The committees then reported. M. G. did not fulfill the task he was to do. S. N. received credit for his report. It was excellent. The daily geography quizz was given. It will not be given October 10th as we are going to the Museum at 10:30 and we must get ready to go. Only three children have not brought their museum money.

The table for the summer exhibit is not very nicely or neatly arranged, due to the fact that the arrangement committee neglected to do their duty. A. C. brought in the paragraphs for the guide book which he had typed. We revised the form of the guide book. R. B. recorded his plan.

In the history work period, we wrote down the results we had got concerning travelers and in what books or places we found their names and what they did.

In the music needs work period we continued drill on time signatures. We then polished the song "Gentle River" by Beethoven.

After recess we got to work on our travelers as we call them. We read everything we could find so that we would know what they sought for. The results are due October 15th. This closed the morning session.

The afternoon session was opened at 1:15. The roll call was taken by A. Again our attendance was 100%. The arithmetic needs work period was opened with a speed test in multiplication. There was a little improvement but much more drill is needed. We then had a lesson in money writing for banking purposes. Some of the children ruined many banking slips at the last banking. We must learn to write money. We think we will do better next Tuesday.

In the penmanship need work period we drilled on poetry writing so that we can read each other's writing.

For relaxation we played line relay. Line four lead all the time. We were sorry this period wasn't longer.

A. G. gave his report on the eclipse in the Scientific Research period. Miss K. says we are improving in report making. E. G. made a wonderful chart showing why we have full moon, half moon, quarter moon, and no moon at all. Her report was great, also. We can hardly wait for the next Scientific Research period. P. C. is going to report on Bird Migration. Both E. and A. are going to give tiny quizzes to see if we remember any of their talks.

The last period of the day was reading to each other. Ten members including Miss K. read poems appropriate for the month of October. Of all the poems read, we best liked "The Vagabond Song." Therefore, we decided to memorize it. Some children preferred A. C.'s poem but as it was original and had not yet been published or anything of that sort, only those children who want to can learn it. Then we had retrospection. Quite a few children stood up and said they were displeased with their arithmetic, spelling, failure to fulfill duties, etc.

[The text on this page is extremely faint and illegible. It appears to be a multi-paragraph document, possibly a letter or a report, with several lines of text visible across the page.]

Tomorrow we must discuss some of the members' lack of cooperation. Perhaps some of our punishments are not severe enough.

Miss K. gave us something to think about. What is the opposite of retrospection, The meaning of the opposite word is to foretell the future.

The day's work closed at 3.28.

Respectfully submitted,
R. C.

An effort was made to carry out each day's program. Some times this was possible and other times it was not. However, it was clearly understood that more ground could be covered by following a regular routine. On the other hand, thoroughness was considered a necessity and must never be sacrificed to speed.

As the children learned to work together, they acquired niceties of speech, manner, and address; developed ideals of worthy purposeful activities, recreational or otherwise; and gained in powers of self-direction, self-approval, and self-control, the difficulties which had stood out so glaringly slowly but gradually receded. In some children they never actually disappeared, but they were present in a much less harmful and much less objectionable degree than at the beginning of the school term.

While the club members were losing many objectionable tendencies through the organization of the club and its activities, they were at the same time developing fine ideals of true citizenship in a democracy. The majority ruled, not the individual. Committee and club activities developed social mindedness, consideration, and respect for the rights of others.

—

Another valuable aid in bringing about more desirable tendencies was the shifting of class responsibilities to the members themselves. The nature of a club in itself would tend to bring about this outcome and it did. Committees took charge but the teacher was the guide. She was the advisor. She was ready at all times to help but she absolutely refused to do anything for the members that they could do for themselves. Many times, many reports were lost or spoiled, entertainments or activities, failures. These results often brought shame, embarrassment, and sometimes tears, to the offenders; and keen disappointment and disapproval from the other members. The members learned to remind each other of duties to be performed, to help each other, and eventually a large majority learned to stand on their own feet and help themselves.

Still another method which proved doubly valuable was the setting of high standards. These were sometimes set up by the teachers, sometimes by the club, and sometimes by individual members themselves. Only the best was accepted unless a perfectly legitimate excuse could be presented. The teacher of course took into consideration abilities and handicaps. However, the best from each was expected. Chairmen, members, and committees were taught to be critical but in a kindly way. Children can be very cruel to each other unintentionally and through ignorance, and must be watched and guided when they are given authority over others. Slack or superficial work was continually rejected by the

officers of the club, the chairmen of committees, the committee men, and the advisor.

The children were presented with copies of "Standards for the Improvement of Citizenship Training." These were checked about once in two months. Improvements or points not improved upon were discussed in class and individually. These standards proved helpful.

STANDARDS FOR THE IMPROVEMENT OF CITIZENSHIP TRAINING

by Luther Van Baskirk

Principal, Wilson Junior High School, Canon City, Colorado

Objective Standards of Pupil Performances

- I. Is the health, vitality, and physical fitness of pupils being promoted?
 1. Do the pupils possess an impulse to keep physically fit?
 2. Have they good habits of working, playing eating and sleeping?
 3. Do they relax mentally and physically at proper times?
 4. Do they assume responsibility for their recreation?
 5. Do they strive to be always cheerful and happy?
- II. Are pupils unselfish, examples of fair play and sportsmanship?
 1. Do they sacrifice themselves for the good of the group?
 2. Do they abide by the agreements of the group?
 3. Do they manifest proper regard for their opponents?
 4. Can they lose without crabbing and win without boasting?
 5. Do they do their best regardless of the outcome?
- III. Will they cooperate with their fellows?
 1. Do they carry out worthwhile suggestions of others?
 2. Do they enjoy working and playing with others?
 3. Do they expect no special favors from the group?
 4. Do they participate extensively in group activity?
 5. Do they work as faithfully for the group as for themselves?
- IV. Are they clean-minded, moral pupils?
 1. Do they refrain from using profane, vulgar, and indecent language?
 2. Are they ever coarse and vulgar in attitude?
 3. Do they constantly avoid all forms of depravity?
 4. Do they regard properly people of the opposite sex?
 5. Do they use their influence constantly against immorality?

- V. Are they honest and upright in their activities?
 - 1. Do they usually do what they know to be right?
 - 2. Do they refrain from appropriating the property of others?
 - 3. Do they assist in restoring lost articles to the owner?
 - 4. Do they refrain from using unfairly the work of others?
 - 5. Do they use their influence constantly against unfairness?
- VI. Do they possess self-control and poise?
 - 1. Are they agreeable when they can't have their own way?
 - 2. Do they abstain from debasing and injurious practices?
 - 3. Are they usually pleasant under trying circumstances?
 - 4. Do they submit gracefully to unavoidable injury or loss?
 - 5. Do they sulk and answer back when reproved?
- VII. Do they possess initiative, leadership and self-direction?
 - 1. Do they find solutions to their own problems?
 - 2. Are they enthusiastic about their undertakings?
 - 3. Do they possess a high degree of intellectual curiosity?
 - 4. Are their achievements unusual for their age and grade?
 - 5. Are they tactful in getting things done by others?
- VIII. Are they trustworthy and dependable?
 - 1. Do they keep their appointments and agreements scrupulously?
 - 2. Do they guard confidences that violate no principles?
 - 3. Do they work faithfully when not supervised?
 - 4. Do they return borrowed articles promptly and in good condition?
 - 5. Do they claim no more recognition than is due them?
- IX. Are they loyal and faithful pupils?
 - 1. Are they true to family, friends, school, and community?
 - 2. Are they proud of the accomplishments of their group?
 - 3. Do they defend those attacked wrongfully?
 - 4. Do they respect the regulations of society?
 - 5. Do they respect the national flag and anthem?
- X. Are they truthful at all times?
 - 1. Do they always tell the truth unflinchingly?
 - 2. Do they confess wrongdoing and proffer restitution?
 - 3. Are they usually consistent in word and deed?
 - 4. Do they strive constantly to give correct impressions?
 - 5. Is their influence a constant protest against deception?
- XI. Are they usually courteous and polite?
 - 1. Do they avoid saying and doing things that pain and annoy?
 - 2. Do they refrain from making disparaging remarks about persons absent?
 - 3. Are they usually thoughtful in making requests of others?
 - 4. Are they usually attentive when some one else is talking?
 - 5. Do they acknowledge favors graciously?
- XII. Do they possess good judgment and common sense?
 - 1. Do they weigh consequences before acting in new situation?
 - 2. Do they accept challenges of a foolhardy nature?
 - 3. Do they know when to seek advice; when to proceed without?
 - 4. Do they usually depend upon their own thinking?
 - 5. Do they question all propositions not demonstrated to be true?

- XIII. Are they industrious, persevering pupils?
1. Do they usually complete difficult tasks undertaken?
 2. Are they frequently absorbed in their work?
 3. Do they ignore distractions and prevent mind-wandering?
 4. Do they attack difficult tasks with confidence?
 5. Do they find new work to do when a task is completed?
- XIV. Do they get things done promptly, with dispatch?
1. Do they quickly take on the attitude of attention?
 2. Do they get work done on time and well done too?
 3. Are they usually alert in new situations?
 4. Do they follow discussions and anticipate conclusions?
 5. Is their reaction time above that of the average person?
- XV. Do they possess orderliness, system, and neatness?
1. Do they put things away when through with them?
 2. Do they keep their desks and lockers in good order?
 3. Do they follow schedules and budget their time?
 4. Do they have good time senses, conscious of the schedule?
 5. Are they neat and clean in dress?
- XVI. Are they interested in the world's work?
1. Do they give time and thought to gainful employment?
 2. Do they compare opportunities of different occupations?
 3. Do they analyze requirements for different occupations?
 4. Do they analyze their qualifications for an occupation?
 5. Do they desire to do their share of the world's work?

The children set up individual standards, also. One child worked out an interesting paragraph which was printed and became a part of the club program. Here it is.

"School is a business. How much business can you do in a day? A good workman always has his tools ready for work. How are your tools?

Here is another set of objectives worked out by another pupil.

"Year Objectives.

1. Good Workmanship as shown by
 1. Effort
 2. Speed
 3. Attention
 4. Speed
 5. Courtesy
 6. Work Accomplished
2. 100% Banking
3. 100% Attendance
4. On Penmanship Honor Roll
5. Teeth Certificate
6. Corrected defects - eyes, tonsils, etc.
7. Cleanliness
 - Have on person
 1. a handkerchief

2. a comb (pocket)
3. clean clothes
4. clean surroundings
 1. floor
 2. desk
 3. belongings"

Monthly objectives were also worked out for particular subjects requiring special attention.

Here is one example.

"Report Objectives for October

1. When talking stand erect on two feet.
2. Speak so that you can be heard by all.
3. Speak in complete sentences.
4. Learn to describe events, objects, and processes in a clear, orderly way.
 - a. watch your title and
 - b. make your opening sentence introduce the title.
 - c. stick to the one subject throughout the report.

In addition to the general and individual yearly, and monthly standards and objectives, there were daily objectives. If the group failed on reports one day, the next day special attention was given to reports. If the work was retarded through lack of attention to the business on hand or through loitering, the objectives for the next day were speed, close attention and prompt obedience. At the close of the day in the retrospection period the daily objectives were discussed. Those improved upon were set aside. Those not improved were, repeated or a new group of standards set up. Individual cases had individual problems and, accordingly, individual objectives. A. C. was one of the brightest students in the class, but he was slovenly in his work and careless about his belongings. Every few days he was checked for neatness. It was evident to that that he really wanted to succeed but he was always in such a hurry, and his thoughts were so

much quicker than his fingers that the reaching of this goal was a long and arduous one. However, it was a proud day for A. when he could pass in a piece of work and have it accepted the first time it was presented.

Meeting Class Needs and Interests

At the same time that the teacher was overcoming difficulties through the organization of a club, through the shifting of class responsibilities, and through the setting of high standards; she was also endeavoring to meet class needs and interests by developing individual powers, and personalities.

Her teaching technique aroused self-confidence and assurance. The provision for a free and unrestricted atmosphere in the room, freedom from formal work and formal discipline encouraged thoughts, hopes, aspirations, and interests to germinate, to develop, and eventually to be fulfilled. The class room became a research laboratory, a workshop, yet it was home-like with its pretty decorations and green plants. Both the teacher and pupils agreed that since they must live in this class room, five hours a day, it was worthwhile making it a pleasant, happy place in which to live.

The teacher did her share by providing inspirational materials and subject matter. There were plenty of books; the teacher owned many, the school owned many, the library loaned a collection, and the children themselves brought in many. There were magazines, music, a victrola, and even a radio. There was a real telephone and telephone books lent by the telephone company. This activity proved not

only entertaining but instructional. Because there were so many books and it was necessary to keep track of them, a branch library was formed. The class took trips to the Children's Museum, to the Art Museum, the voting booth, and attended several Symphony Concerts.

Interesting visitors called on them, not as visitors merely but as participants in the activities; they were; a member of the Chamber of Commerce, a representative of the Red Cross, a member of the Massachusetts Tuberculosis Association, a student of the Massachusetts Institute of Technology, a teacher from Framingham Normal School, the librarian from the neighboring library branch, and the library story-tellers. These visits of course entailed much correspondence. The radio resulted in listening to music and talks and encouraged the attendance of good concerts and lectures by the class or by individual members out of school hours. The reporting of these concerts and talks was encouraged providing that they were well prepared so as not to destroy the interest of the other members of the group or waste their time.

In addition to the worthwhile environment provided, provision was made for opportunities to explore in individual fields of interest; science, poetry, reading, current events, etc. There was also ample opportunities for individual or group organization through the formation of the class constitution, the class program, class plans, and class objectives. Particular attention was directed to the development of right study habits through the

formation of study plans, through strict adherence to these plans, and through much exercise in supervised study. Activities were created which provided for free speech and debate. Personal opinions were encouraged and respected. Challenges were made, approved or disputed.

This worthwhile environment with its multiple activities, its creative opportunities, and its happy democratic atmosphere naturally initiated attitudes which brought about right citizenship ideals. The club activities, in order that they might function, necessitated stressing thinking, not the amassing of facts, necessitated validity of facts through questioning and challenging, necessitated judgment and selection, not blind following. Right citizenship qualities were further developed through self-criticism, high standards, opportunities for leadership and self-direction, purposeful activities, and the participation of the teacher as a member of the group.

The Use of Reading as a Guide

Since the majority of the children were particularly interesting in reading; and the bulk of the activities initiated were basically dependent upon reading as a tool; and the aims of the subjects quoted at the beginning of this study are also fundamentally dependent upon reading as a tool; reading was to be used as a guide. Progress was to be estimated primarily by integrated personalities and secondarily by achievement.

This would be an appropriate place to review the

COMPARISON OF TRADITIONAL READING PROGRAM
AND AN ACTIVITY READING PROGRAM

Table IV

I. TRADITIONAL

1. Seeing reading as a special subject
2. All reading activities confined to the reading period
3. Time allotment
 - a. 150 minutes per week
 - b. Five 30 minute periods
 1. Oral reading drill
 2. Silent reading drill
 3. Silent reading test
 4. Drill in Right Study habits
 5. Reading for pleasure

Individual Case Work

4. Standards

W. S. Gray's First and Second Stages (1)

II. ACTIVITY

1. Seeing reading as a means to an end
2. All reading activities centered in activities no formal reading work
3. No time allotment

See Grade Six Club Program
Tables III and IV

No specific individual case work

4. Standards

W. S. Gray's Third, Fourth and Fifth Stages (1)

(1) Gray, W. S. - Summary of Reading Investigation
July 1, 1926 - June 30, 1927

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requirements in reading for a Boston sixth grade; to state how they would be ordinarily met in a traditional reading program, and to explain how they were cared for in this activity program.

The reading requirements have already been quoted in Chapter Two.

Table IV briefly outlines a traditional program adopted by the teacher with her former classes; and also briefly states the method employed with this specific group of children.

Standards for Changing From A
Traditional Program to an
Activity Program

Five Stages of Reconstruction
in the Reading Program (1)
W. S. Gray

First Stage:

Mastery of mechanics, oral reading, appreciation in sense of taste for good literature.

Second Stage:

Reading activities within the reading period such as reading for information, pleasure, to find out, to satisfy a personal interest, etc. Broader aims are cared for through reading activities, and materials provide for richer experiences. The teacher is asking about mechanics, oral reading, and forming of tastes as in the first stage, but also whether the experience is worthwhile. She is concerned with developing attitudes, permanent interests, better interpretation, and in forming better habits, but all reading activities are confined to the reading period. Testing forms a

Third Stage:

Reading up with first hand reading experiences, excursions, etc. Content material better and more varied, content and method seem to be adapted to

(1) Gray, W. S. - Summary of Reading Investigations
July 1, 1926 - June 30, 1927

The first part of the paper is devoted to a general
discussion of the problem. It is shown that the
problem is of great importance in the theory of
functions. The second part is devoted to a
detailed study of the problem. It is shown that
the problem is of great importance in the theory of
functions. The third part is devoted to a
detailed study of the problem. It is shown that
the problem is of great importance in the theory of
functions.

THE PROBLEM OF THE
EXISTENCE OF A
FUNCTION

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the problem is of great importance in the theory of
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the problem is of great importance in the theory of
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the problem is of great importance in the theory of
functions. The eighth part is devoted to a
detailed study of the problem. It is shown that
the problem is of great importance in the theory of
functions. The ninth part is devoted to a
detailed study of the problem. It is shown that
the problem is of great importance in the theory of
functions. The tenth part is devoted to a
detailed study of the problem. It is shown that
the problem is of great importance in the theory of
functions.

THE PROBLEM OF THE
EXISTENCE OF A
FUNCTION

individual needs, specific needs of individuals as well as dominant need of whole group. Grouping not static as in second state. Recognition of different needs for grouping such as social needs, habits, to form, etc. More attention given to silent than to oral reading. Wide reading of much material not intensive analysis of little material. Enrichment, or interest, and variation are keynotes of reconstruction. Provision for this type not only in the reading period, but in connection with all school subjects-close correlation with other subjects. In addition to basal texts and supplementary books, much content material, not called distinctly reading material, is need-systematic guidance is given not only reading but in all subjects to which reading is instrumental, such as geography, history, etc.

Fourth Stage:

Organization of reading procedures in large integrating units, problems, or activities. The reading selection is no longer the dominant interest inside school or out; the large unit is integrated. Leads follow more effectively because the reading and content are centered in a unit of work. Distinct breaking down of formalism.

Fifth Stage:

Simultaneously with the fourth stage individuals are carrying on related units of reading.

Thorndike, Kelley, Monroe, Courtis, Judd, W. S. Gray, C. T. Gray, and many other authorities on reading have developed a scientific body of material which well supports the new point of reading.

"The development of reading skills is dependent upon the type of work the children are engaging in, in their entire school program. It is doubted if the items listed (stating the aim in a selection read, increasing depth of comprehension, finding main thought in a paragraph, etc.) can be effectively taught if the teacher uses only prepared practice materials. Exercises of this sort would not be wholly unattractive to the children....., but the learnings would be narrowly associated with the effort to secure correct answers, rather than with meaning that come through learning abilities while using them to further one's ends.

Reading newspapers and magazines, consulting books of reference, following directions in experimentation, consulting the statements of those who have investigated, reporting the findings to the class, and compiling evidence from various sources are types of activities involving the acquiring of reading abilities, provided the one who does these things is interested in the results.

In general, for the major part of the work in reading,

The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are based on the principle of the conservation of energy. The second part of the paper is devoted to a discussion of the structure of the atom in the case of a many-electron atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are based on the principle of the conservation of energy. The third part of the paper is devoted to a discussion of the structure of the atom in the case of a many-electron atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are based on the principle of the conservation of energy.

it seems better to reply upon the use of material that has content value to the children. As the children use this material which satisfies their interests and meets their needs, their difficulties in reading become apparent to them and to the teacher. Learning here seems to come best by using the ability in situations demanding its use." (1)

Thus supported the teacher set forth to meet the requirements quoted in Chapter Two of this study through the medium of Reading. It was necessary to study and diagnose the reading abilities of this group of children before they launched upon a unit of work involving much reading. So early in the school term the class and individual reading abilities were determined through the use of standard Reading Tests.

The Testing Program

September 29, 1929, a form of the Gates Reading tests was given, and the results were unusually high. (See Tables V - VIII). This was not surprising since the group was a superior one. At the suggestion of the Department of Elementary Education Boston Teacher's College, an arbitrary standard, (See Tables V - VIII), the best average Grade Six scores of the New York Schools tested was adopted. (2)

Results of Gates Reading Tests

September 29, 1929

(See Tables V - VIII)

-
- (1) Mossman, L. C. - Principles of Teaching and Learning
in the Elementary School p. 206-207
(2) Gates, A. - Manual of Direction, Gates Silent Reading
Tests Grade 3 - 8 - Highest Average
Class Scores of New York Schools
tested p. 25

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development and progress. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's development.

The second part of the report deals with the economic situation of the country. It is a very interesting and informative study of the country's economic development and progress. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's economic development.

The third part of the report deals with the social situation of the country. It is a very interesting and informative study of the country's social development and progress. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's social development.

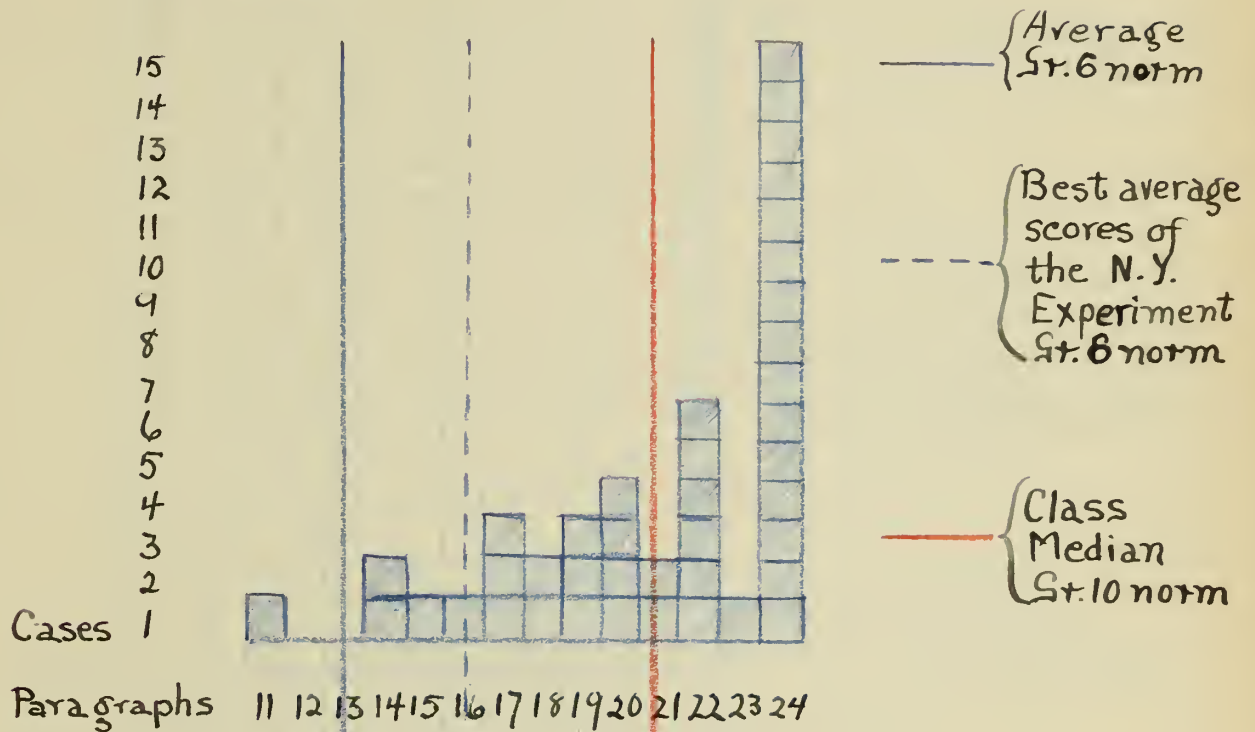
The fourth part of the report deals with the political situation of the country. It is a very interesting and informative study of the country's political development and progress. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's political development.

GATES READING TEST RESULTS

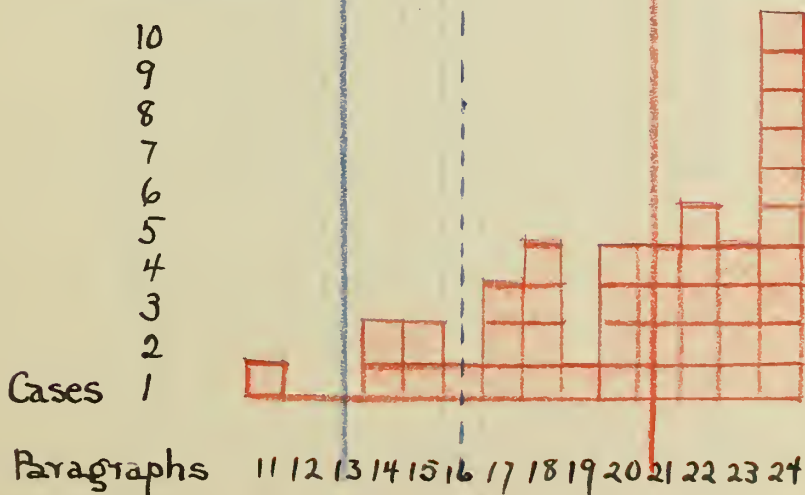
Table V

Type A General Significance

Attempts



Rights

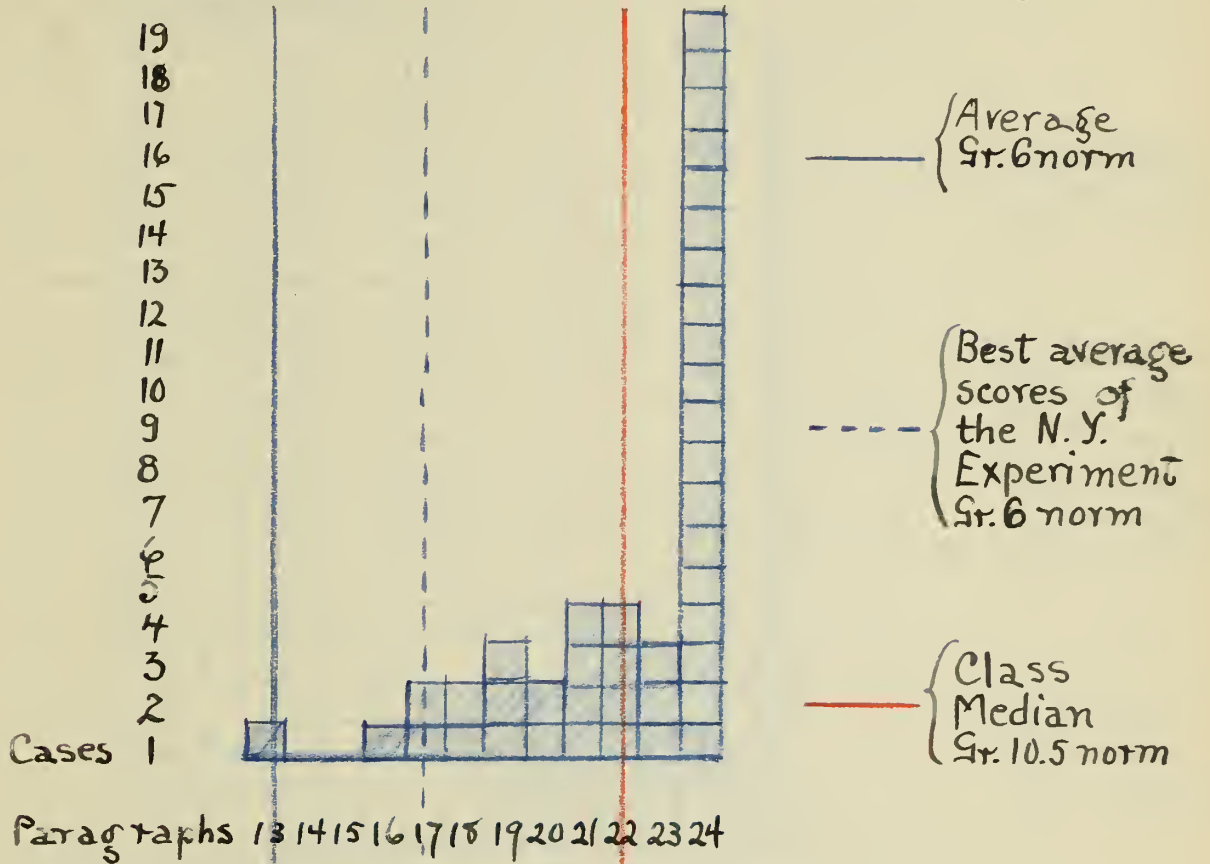


GATES READING TEST RESULTS

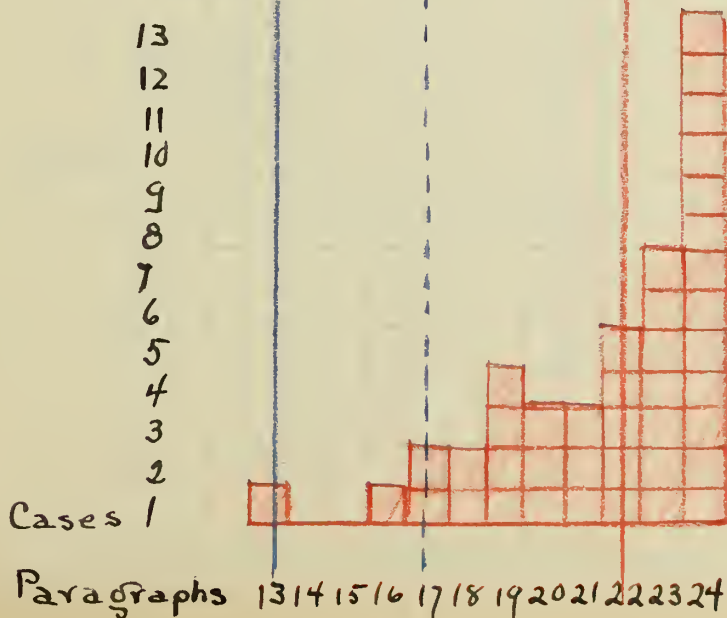
Table VI

Type B Prediction

Attempts



Rights

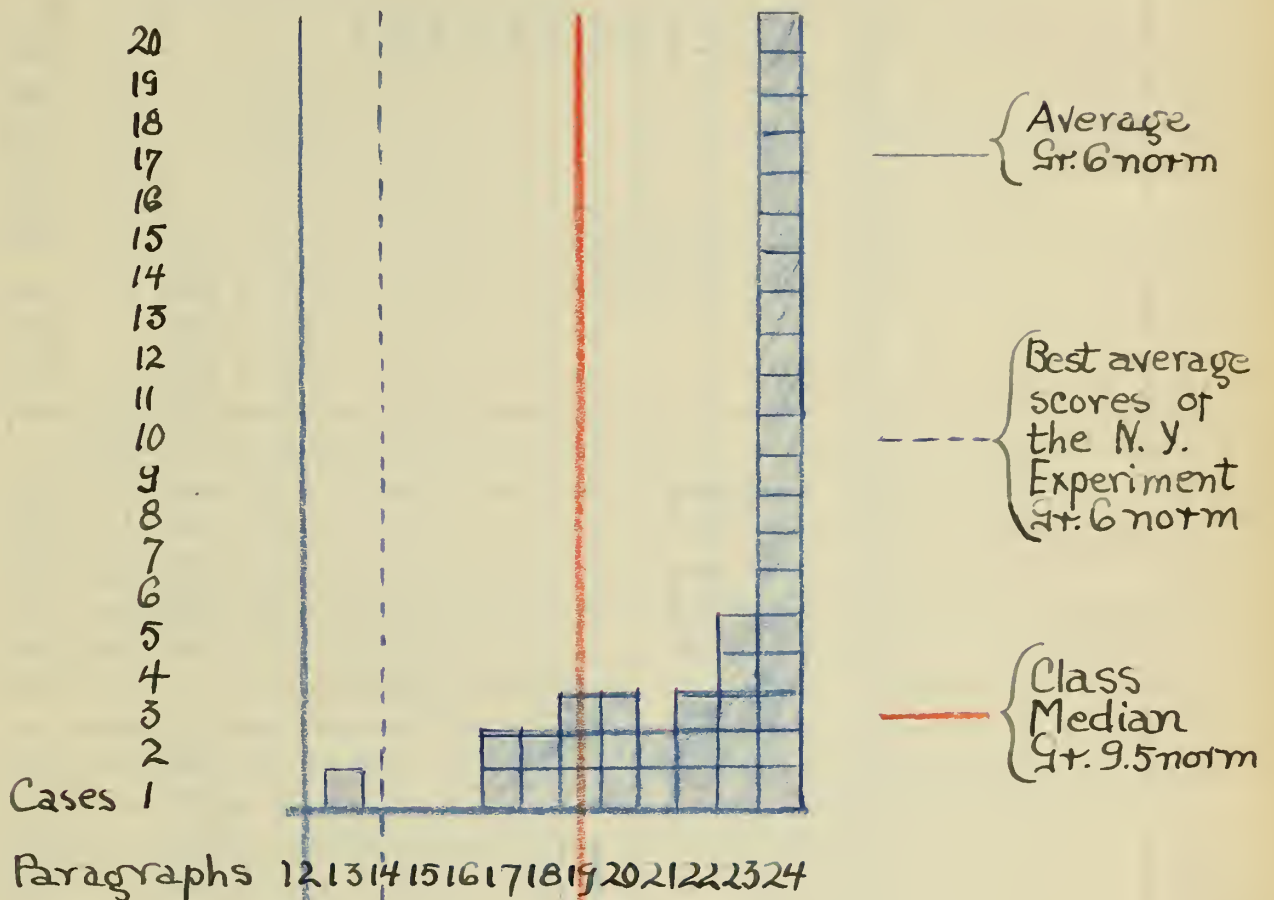


GATES READING TEST RESULTS

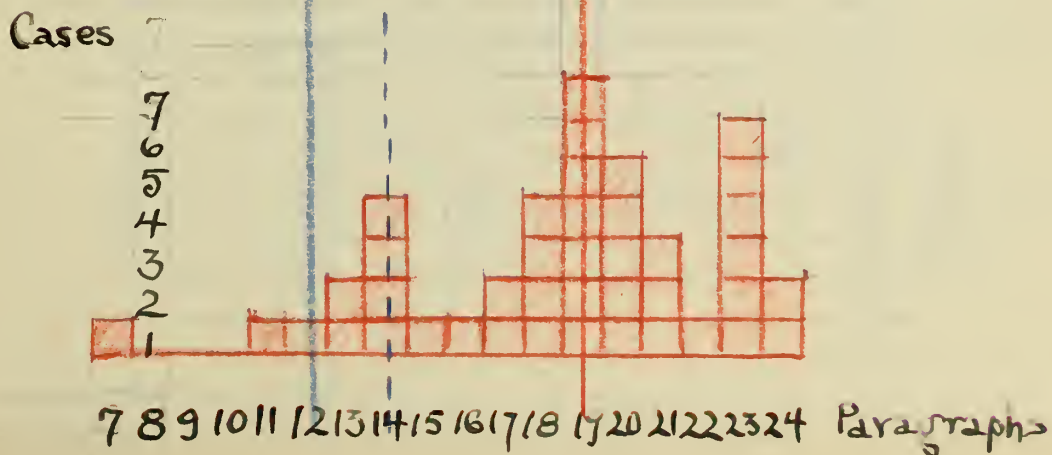
Table VII

Type C Following Directions

Attempts



Rights



THE UNIVERSITY OF CHICAGO
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CHICAGO, ILL. 60637

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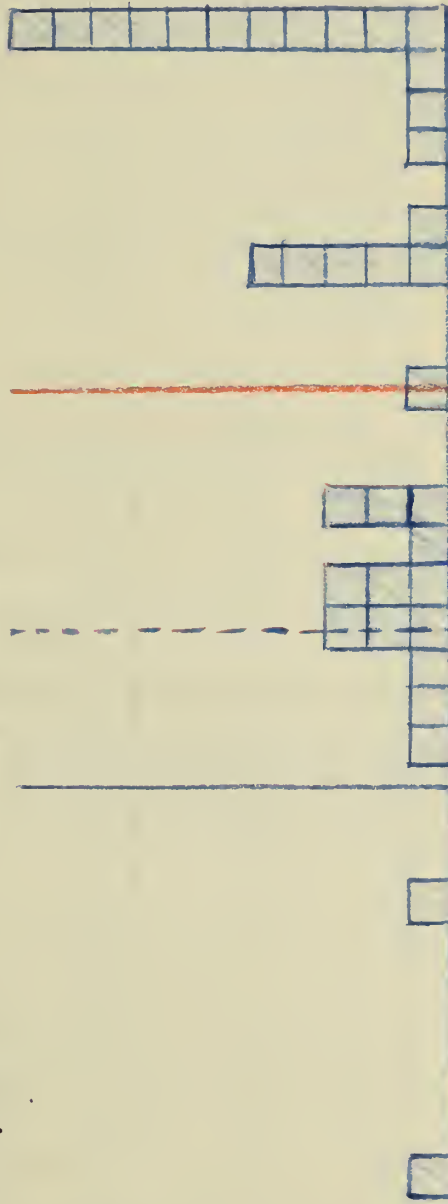
GATES READING TEST RESULTS

Table VIII

Type D Noting Details

Attempts

Cases 11
10
9
8
7
6
5
4
3
2
1



Average
Gr. 6 norm

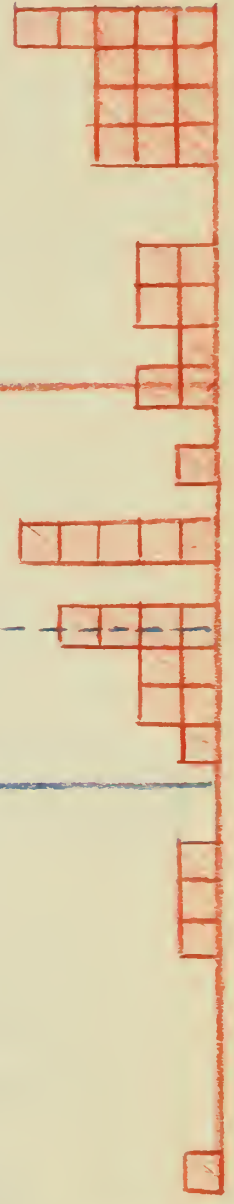
Best average
scores of
the N. Y.
Experiment
Gr. 6 norm

Class
Median
Gr. 5.8 norm

Paragraphs 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54

Rights

Cases 1
2
3
4
5



Results of Gates Reading Tests

	Sept. Class	Average Grade 6	Arbi- trary Stan- dards R. G.	Compari- son of Class Me- dian and Average Grade 6 Norm	Remedial Cases below Grade 6 Norm	Remedial Cases below Arbitrary Standard
GATES TESTS	Median	Norm				
	R. G. (1)	R. G.				
Type A General Signifi- cance	10.0	6.0	8.0	4.0 Years Older	1	3
Type B Prediction	10.5	6.0	8.0	4.5 Years Older	0	2
Type C Following Directions	9.5	6.0	7.0	3.5 Years Older	2	4
Type D Noting Details	9.8	6.0	7.8	3.8 Years Older	4	7

Interpretation of Gates Test

The members of this group did well on all the tests. The poorest results were those obtained from Type D, noting details involving analysis and recall. Yet even these results were quite good. However, the teacher felt that these tests were not an accurate measurement of the reading abilities because so many children completed the tests before the time allotment was up.

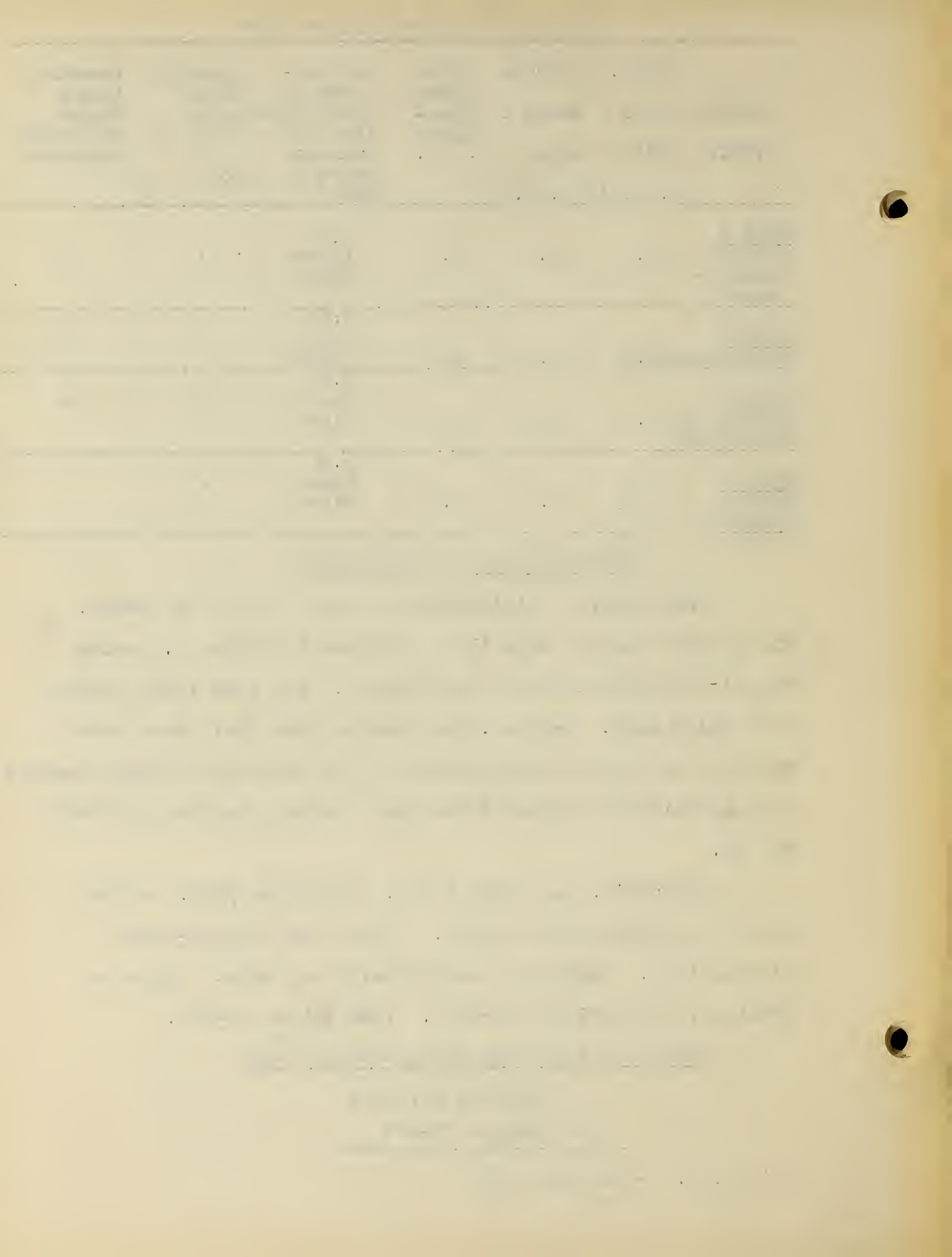
Therefore, one month later, on October 29th, another reading test was administered. It was the Sangren-Woody Reading test. Again the results were very high. Again an arbitrary standard was adopted. (See Tables IX-XV).

Results of Sangren Woody Reading Tests

October 29, 1929

(See Tables IX-XV)

(1) R. G. - Reading Grade



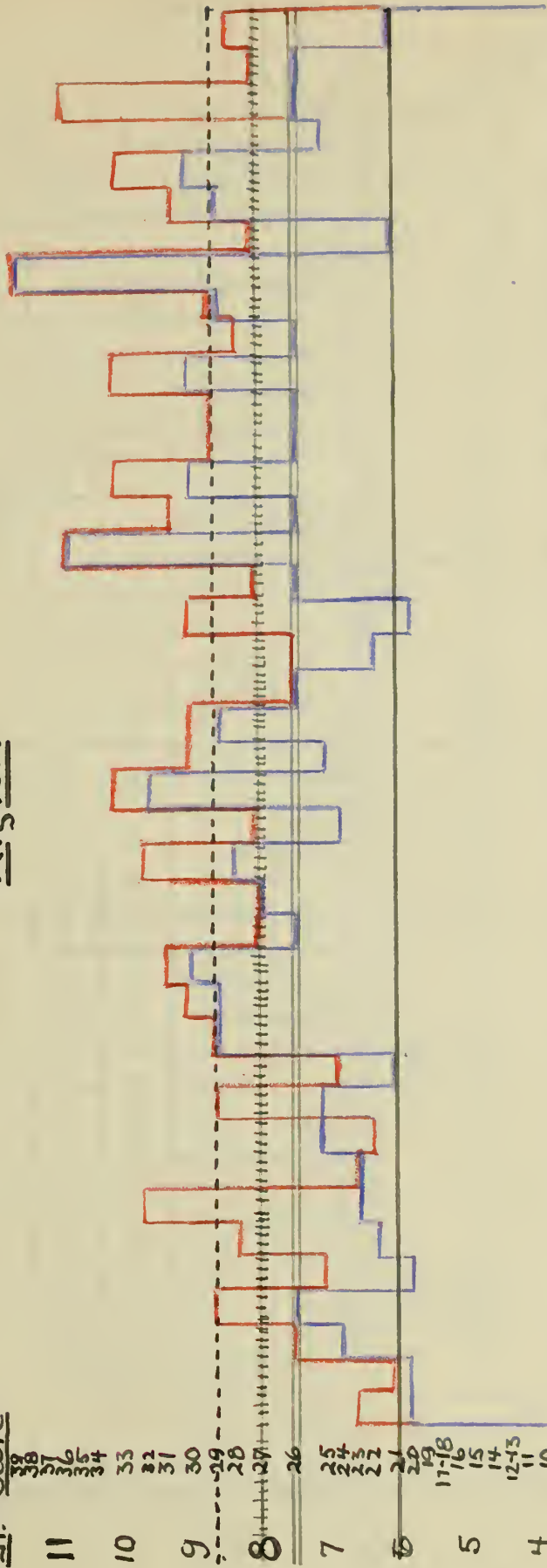
SANGREN WOODY READING TEST RESULTS

Table IX

Test I Word Meaning

Rights

Gr. Score



Cases 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
 I.Q.'s 120 121 122 123 124 125 126 127 127 127 127 127 128 128 129 130 130 130 130 131 131 132 132 133 133 134 135 137 137 138 138 139 140 141 146 147

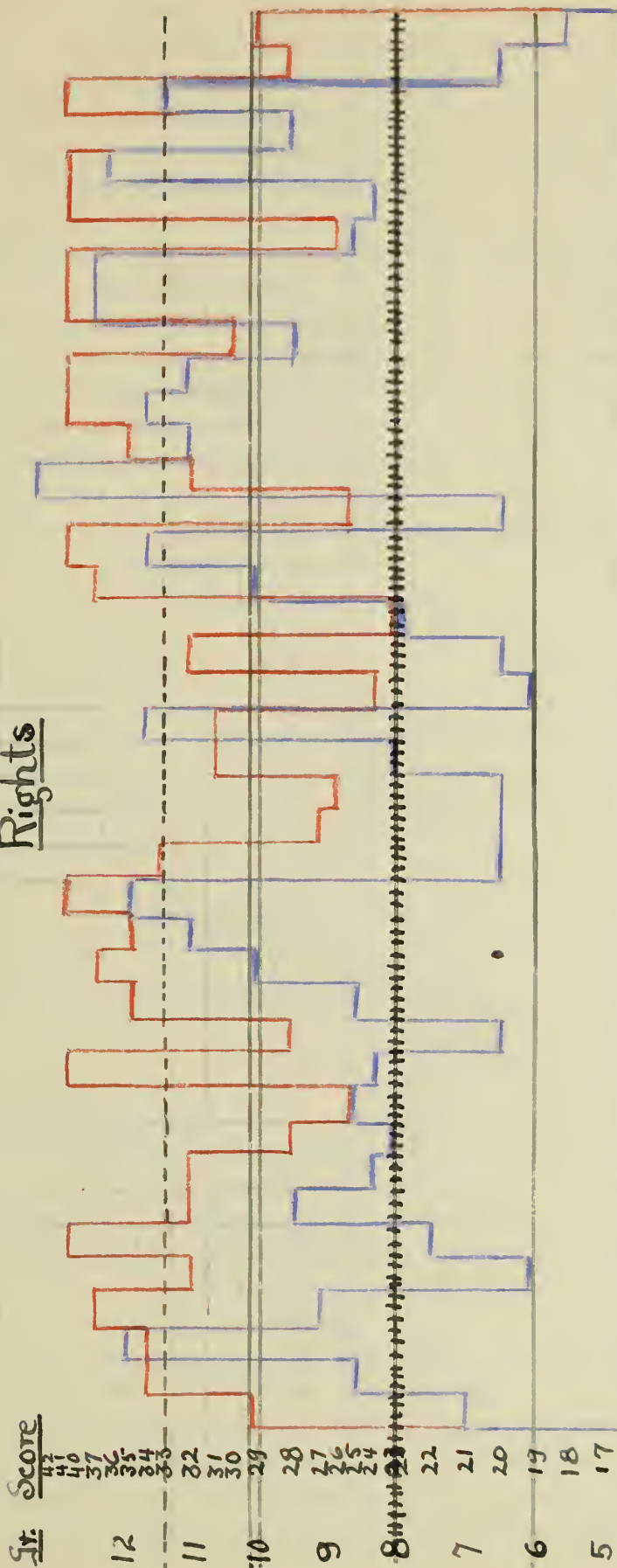
— Absent in May
— Gr. 6 norm
— October Median
— October Test Results
— May Test Results
+ Arbitrary Standard

SANGREN WOODY READING TEST RESULTS

Table X

Test 2 Rate

Rights



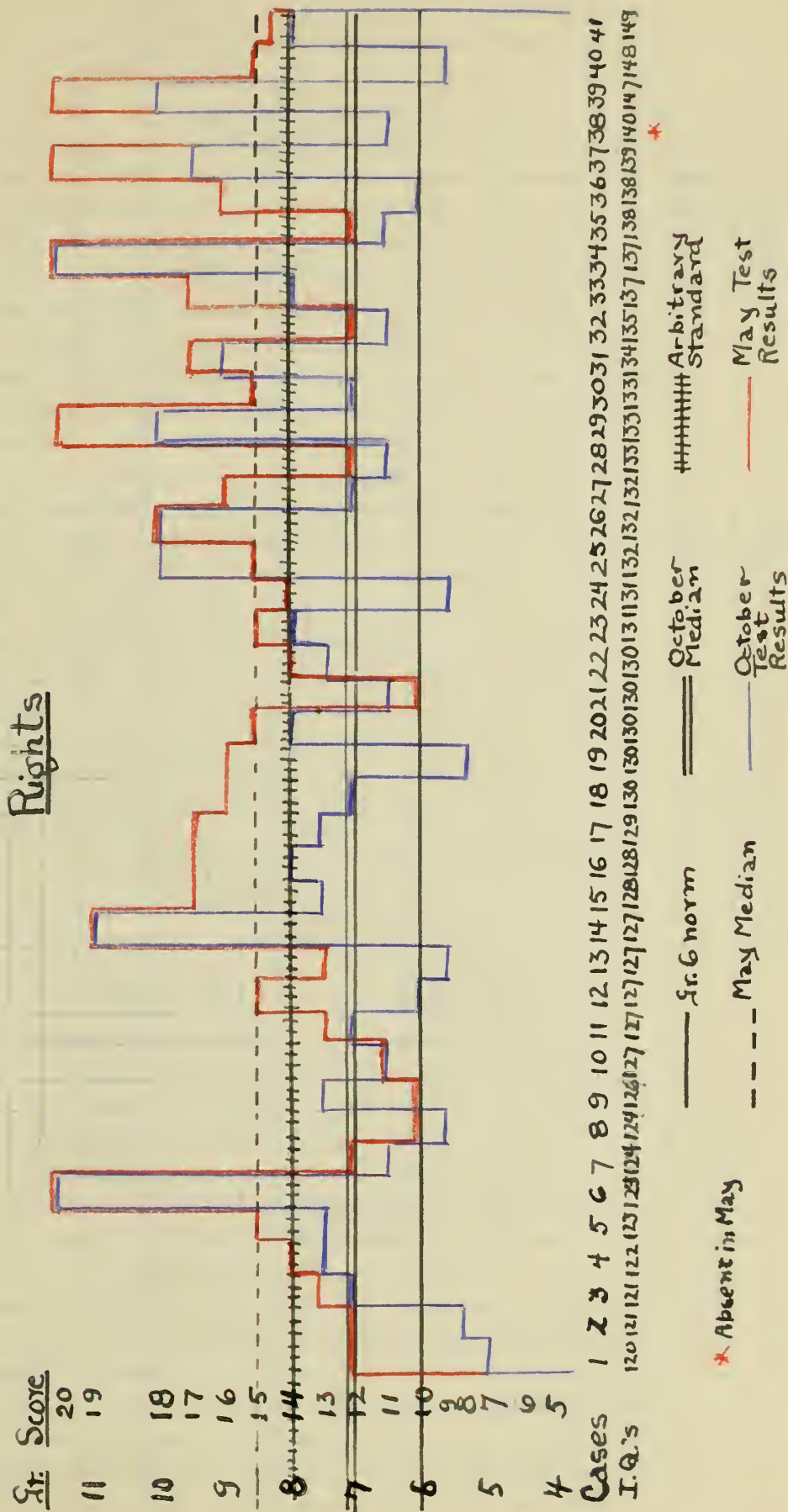
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
 I.Q.'s 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143

--- Jr. 6 norm == October Median ||||| Arbitrary Standard
 - - - - - M² Median --- October Test Results --- May Test Results

* Absent in May

SANGREN WOODY READING TEST RESULTS

Table XI
Test 3 Fact Material



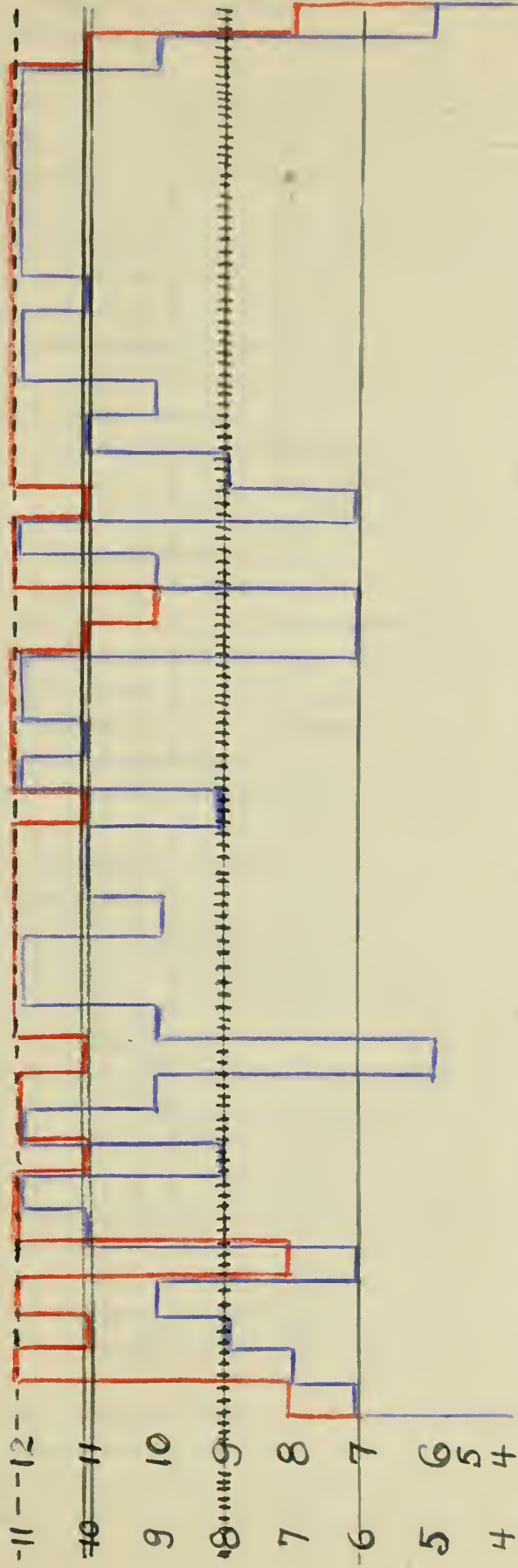
SANGREN WOODY READING TEST RESULTS

Table XII

Test 4 Total Meaning

Rights

Sr. Score



Cases 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
 T.O's 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149

Absent in May
 Ar. 6 norm
 May Median
 October Test Results
 Arbitrary Standard
 May Test Results

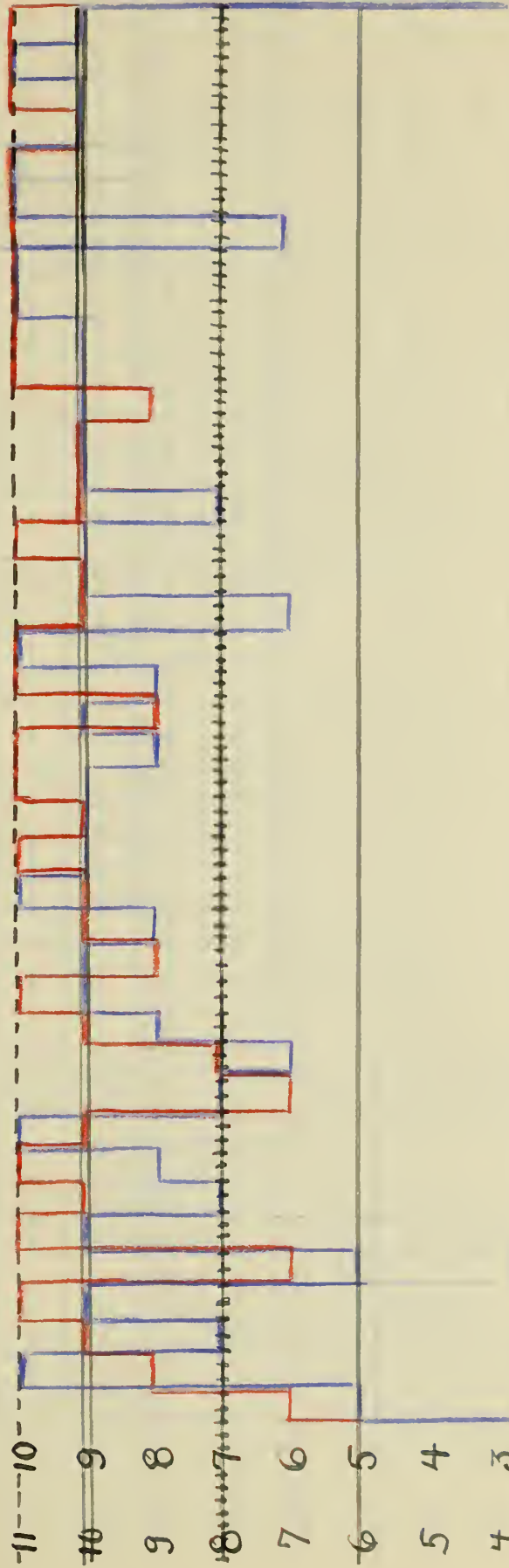
SANGREN WOODY READING TEST RESULTS

Table XIV

Test 6 Following Directions

Rights

Sr. Score



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41
 I.Q.'s 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143

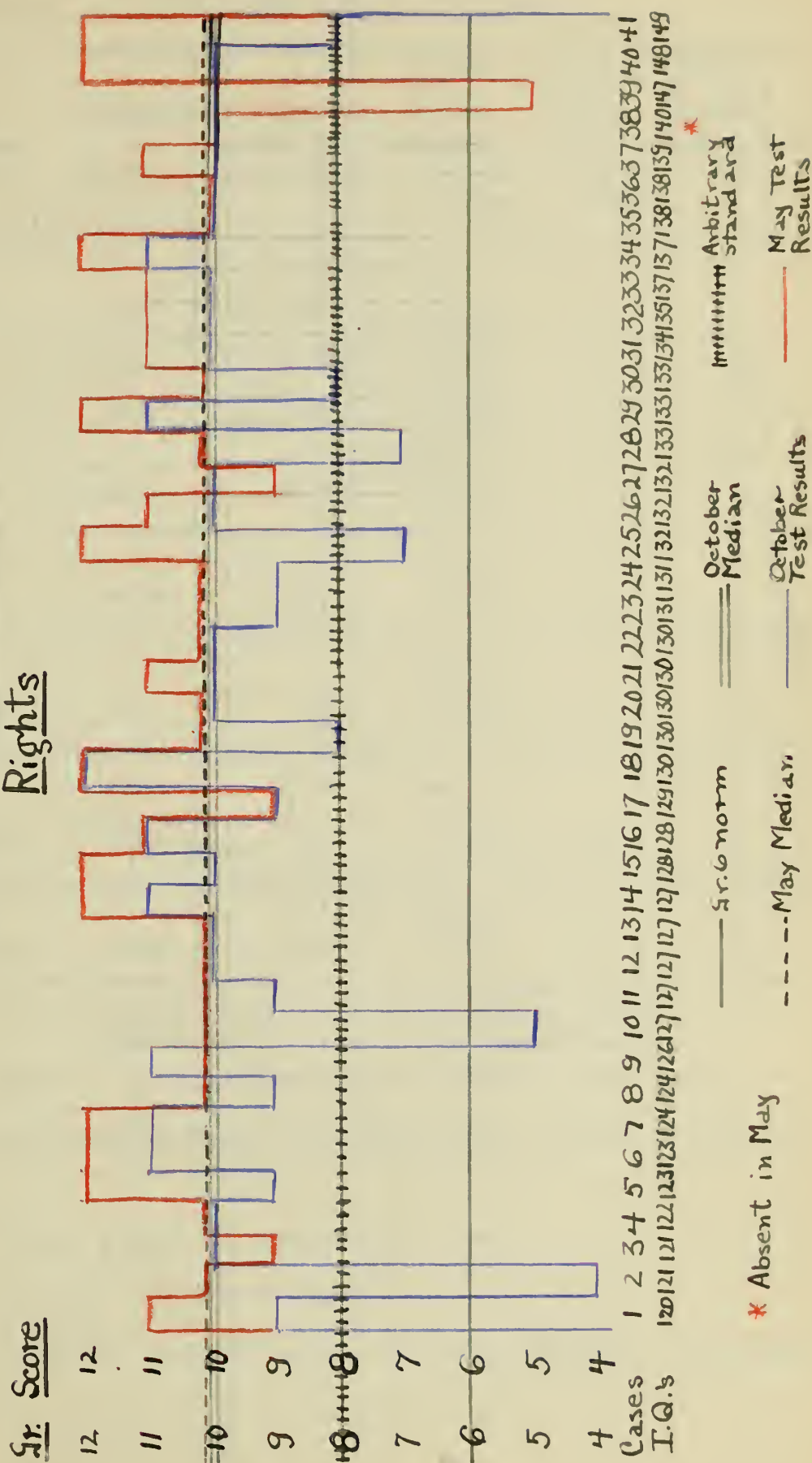
* Absent in May
 --- Sr. 6 norm
 --- May Median
 --- October Median
 --- October Test Results
 Minimum Arbitrary Standard
 --- May Test Results

SANGREN WOODY READING TEST RESULTS

Table XV

Test 7 Organization

Rights



Results of Sangren Woody Reading Tests

Sangren Woody Tests	Oct. Class Median R. G. (1)	Grade 6 Norm R. G.	Arbitrary Norm (Grade 8) R. G.	Comparison of Class Median and Gr. 6 Norm	Remedial Cases below Gr. 6 Norm	Remedial Cases below Grade 8 Norm
<u>Test 1</u> Word Meaning	7.5	6.0	8.0	1.5 Years Older	4	27
<u>Test 2</u> Rate	10.0	6.0	8.0	3.4 Years Older	1	12
<u>Test 3</u> Fact Material	7.0	6.0	8.0	1 Year Older	7	27
<u>Test 4</u> Total Meaning	10.0	6.0	8.0	4 Years Older	2	8
<u>Test 5</u> Central Thought	11.0	6.0	8.0	5 Years Older	1	4
<u>Test 6</u> Following Directions	10.0	6.0	8.0	4 Years Older	0	4
<u>Test 7</u> Organiza- tion	10.0	6.0	8.0	4 Years Older	2	4

Interpretation of Sangren Woody Test

The results were much the same as those of the Gates Tests with the exception that the former tests were a bit more diagnostic.

The poorest results were obtained from

- Test 1: Word meaning
- Test 2: Rate
- Test 3: Fact Material involving analysis and recall

THE HISTORY OF THE UNITED STATES

The first part of the history of the United States is the period from the discovery of the continent by Christopher Columbus in 1492 to the establishment of the first permanent settlements in 1607. This period is characterized by the exploration of the continent by Spanish, French, and English explorers, and the establishment of the first permanent settlements in the eastern part of the continent.

The second part of the history of the United States is the period from 1607 to 1776. This period is characterized by the growth of the colonies, the struggle for independence from Britain, and the establishment of the United States as a new nation.

The third part of the history of the United States is the period from 1776 to 1865. This period is characterized by the American Revolution, the War of 1812, and the Civil War. The Civil War was a major conflict between the Northern states and the Southern states, which resulted in the abolition of slavery.

The fourth part of the history of the United States is the period from 1865 to 1914. This period is characterized by the Reconstruction era, the Gilded Age, and the Progressive Era. The Progressive Era was a period of social and political reform, which resulted in the establishment of many new laws and institutions.

The fifth part of the history of the United States is the period from 1914 to 1945. This period is characterized by World War I, the Great Depression, and World War II. World War II was a major conflict between the United States and the Axis powers, which resulted in the defeat of the Axis powers.

The sixth part of the history of the United States is the period from 1945 to the present. This period is characterized by the Cold War, the Vietnam War, and the Civil Rights Movement. The Civil Rights Movement was a period of social and political reform, which resulted in the establishment of many new laws and institutions.

The seventh part of the history of the United States is the period from 1975 to the present. This period is characterized by the Vietnam War, the Iran-Iraq War, and the Gulf War. The Gulf War was a major conflict between Iraq and the United States, which resulted in the defeat of Iraq.

The eighth part of the history of the United States is the period from 1990 to the present. This period is characterized by the Persian Gulf War, the Clinton administration, and the Bush administration. The Bush administration was a period of social and political reform, which resulted in the establishment of many new laws and institutions.

The ninth part of the history of the United States is the period from 2000 to the present. This period is characterized by the 9/11 attacks, the Iraq War, and the Obama administration. The Obama administration was a period of social and political reform, which resulted in the establishment of many new laws and institutions.

An examination of the results of both tests, Sangren Woody and Gates, will reveal a similarity in the class weaknesses.

Another reading test should really have been given; but due to the expense involved this was not done. However, a check test was given in May, the results of which will be presented later in Chapter Five, "Outcomes."

Comparison of Poorest Results
In Both Tests

	<u>Sangren Woody</u>	<u>Gates</u>
Test 1:	Word Meaning	
Test 2:	Rate	
Test 3:	Fact Material Analysis Recall	Type D: Noting Details Analysis Recall

These results, therefore resolved themselves into a twofold problem.

First, there were the class reading needs:

1. Growth in Vocabulary
2. Growth in Speed
3. Growth in Ability to select facts or details; in other words - growth in power to study independently.

The second problem was the treatment of those remedial cases who had fallen below the sixth grade standards and those who had fallen below the arbitrary standards.

In Table XVI are listed the remedial cases.

Class and Remedial Treatment

Since, reading, according to the new point of view, must be employed as a means to an end and not as an end in itself, the class was to grow and develop in reading power through a selected group of activities which would involve an intensive reading program. The children were to learn to read by reading. Thus there was no formal reading work. The teacher made every

REMEDIAL CASES - OCTOBER RESULTS

Table XVI

4 Gates Tests

<u>General Significance</u>	<u>Prediction</u>	<u>Following Directions</u>	<u>Noting Details</u>
Test A	Test B	Test C	Test D
Arline (1) Rose St.(2)		Arline Rose St.	Arline Rose St.
			Paul C. Jos Dry. Beatrice
		Ruth C.	Ruth C.
Eleanor			Eleanor
Philip Isadore	Philip	Isadore Robert	Philip Arthur Y.

(1) Black - Under Grade Six Standard

(2) Red - Under Arbitrary Standard (Grade VIII)

REMEDIAL CASES - OCTOBER RESULTS

Table XVI (con't.)

7 Sangren Woody Tests

<u>Word</u> <u>Meaning</u>	<u>Rate</u>	<u>Fact</u> <u>Material</u>	<u>Total</u>	<u>Central</u> <u>Thought</u>	<u>Following</u> <u>Directions</u>	<u>Organi-</u> <u>zation</u>
1.	2.	3.	4.	5.	6.	7.
Arline Rose St.	Arline	Arline Rose St.	Arline Rose St.		Arline Rose St.	RoseSt.
Jos.Dry. Beatrice Bernice Ruth C.	Jos.Dry.	Paul C. Jos.Dry. Bernice Ruth C.	Jos.Dry. Bernice		Bernice	Paul C. Jos.Dry.
Rachel Ruth Op.	Eleanor George Ruth Op.	Herman Eleanor George	Rachel Ruth Op.		Rachel	
Philip Isadore Robert Arthur Y. Leona	Philip	Isadore Robert Arthur Y. Leona	Philip	Philip Isadore		
Maurice Seena Rona Stephen Lester	Seena	Maurice Rona				
Evelyn G. Edward Jos.Gr. Bernard Edith	Evelyn F	Lester Evelyn G.				
Rhoda Edna		Edith Rhoda Edna Irving Esther Paul G.	Jos.Gr. Jos.Gr.	Jos.Gr.		Edward
	Irving Esther	Agnes Ruth M.		Agnes		Agnes

effort to select or to direct selection towards the choice of activities which would result in reading growth, particularly growth in the class weaknesses, word meaning, rate and how to study.

The remedial treatment for those individuals who had fallen below the sixth grade standard and also the arbitrary standard was also a departure from the usual remedial case treatment. There was no formal work with them either. Nevertheless, these cases were carefully watched. Care was taken that these children participated in activities which provided much exercise in their particular failings. They were constantly under the observation of the teacher. Pupil teachers were provided who guided, advised, and supervised. The group work was so arranged that only one or two remedial cases were included in a group. The other members in the group were children who could work independently and were on or above standard.

To prevent any backsliding on the part of the remedial cases or other members of the group; to prevent overburdening of the more efficient and faithful members; or to prevent any unfairness in the performance of a piece of group work; a system of checking was established.

Group Checking

1. A chairman and a secretary were appointed.
2. A list of the members of the group was filed.
3. The work was plotted evenly among the members and recorded.
4. The secretary kept a record of the work presented by each member.
5. The results of each member's endeavors were marked by the group.
6. All duties must be fulfilled.

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7. A member might present a grievance at the morning conference.
8. These marks were inspected and checked by the teacher and included in the marks of the bi-monthly report cards.

Thus the remedial cases were forced to keep up with the capable members of the group. As a rule, with the exception of one or two cases, these remedial cases were faithful workers and eager to perform the tasks allotted to them.

The backsliders were usually lazy, capable children who preferred to sit back and let the faithful members do the hard work.

Oral Reading

No oral reading tests were given as the oral reading with but one exception was very good, in fact even excellent.

The difficulty was slovenly enunciation. This defect was overcome in great measure through the following devices.

1. The children were permitted to discover their own difficulties through class criticism.
2. Each child was responsible for his own improvement.
3. A self-checking chart was kept by the child who was negligent in a particular point.
4. Drives were held for perfect enunciation of
 - a. the initial letter
 - b. the final letter
 - c. slighted sound etc.
5. Lip, open mouth, vowel and jaw exercises (1)
6. Requirements for good reading were formulated.
7. Requirements of a good speaker were also formulated.
8. Careful enunciation was exacted with every bit of oral work, whether reading, oral speech, games, etc.

The silent reading growth of the class and the improvement of the remedial cases were determined through the administration of another reading test of the same type toward the close of the school year.

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.

The weather is very nice here now.
I have been out for a walk every day.
I have also been reading a lot of books.

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.

My dear friend,

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been reading a lot of books.
I have also been out for a walk every day.
The weather is very nice here now.

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been reading a lot of books.
I have also been out for a walk every day.
The weather is very nice here now.

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been reading a lot of books.
I have also been out for a walk every day.
The weather is very nice here now.

I have been thinking of you very much lately
and wondering how you are getting on.
I hope you are well and happy.
I have been reading a lot of books.
I have also been out for a walk every day.
The weather is very nice here now.

CHAPTER FOUR

THE PROGRAM AT WORK

In this chapter is presented the program at work. It contains a brief description of the major activities and the activities which arose from them.

Major Activities

I. A SUMMER EXHIBIT

A. Source of the Activity:

1. An outcome of the interest displayed on the last school day of the previous June about a trip the teacher was to take during the summer.
2. An outcome of the diaries written during the vacation.
3. Interest in the exchange of experiences.

B. Purpose:

1. Teacher's:

Getting acquainted

Period of Exploration

2. Children's:

Exchange of Experiences

C. Brief Description:

An elaborate exhibit of souvenirs collected during the summer vacation by members of the class, friends, relatives, and the teacher. Guide books to the Exhibit were made resembling as far as was possible the guide books used in art galleries, museums, libraries, etc. Children served as guides to guests who were relatives, and members of other class rooms.

D. Length of Time Consumed:

Four Weeks

The first part of the report is devoted to a description of the work done during the year. It is divided into two main sections, the first of which deals with the work done in the laboratory and the second with the work done in the field.

The work done in the laboratory is described in detail in the first section. It is divided into two main parts, the first of which deals with the work done in the laboratory and the second with the work done in the field.

The work done in the field is described in detail in the second section. It is divided into two main parts, the first of which deals with the work done in the field and the second with the work done in the laboratory.

The work done in the laboratory is described in detail in the first section. It is divided into two main parts, the first of which deals with the work done in the laboratory and the second with the work done in the field.

The work done in the field is described in detail in the second section. It is divided into two main parts, the first of which deals with the work done in the field and the second with the work done in the laboratory.

The work done in the laboratory is described in detail in the first section. It is divided into two main parts, the first of which deals with the work done in the laboratory and the second with the work done in the field.

The work done in the field is described in detail in the second section. It is divided into two main parts, the first of which deals with the work done in the field and the second with the work done in the laboratory.

The work done in the laboratory is described in detail in the first section. It is divided into two main parts, the first of which deals with the work done in the laboratory and the second with the work done in the field.

The work done in the field is described in detail in the second section. It is divided into two main parts, the first of which deals with the work done in the field and the second with the work done in the laboratory.

E. Types of Reading Exercise:

1. Incidental vocabulary growth

- a. Each new work encountered had to be interpreted.
- b. Necessity caused habitual use of dictionary or encyclopedias.
- c. Usage made the new work a permanent part of vocabulary.

2. Skimming:

- a. Amount of material to be covered necessitated skimming.
- b. Usage perfected the skill.

3. How to Study Independently:

- a. Variety and extent of content required independent study.
- b. Supervision in study class room developed right habits.
- c. To prevent waste of time and labor working plans for independent study were formulated and followed.
- d. Activity necessitated much drill in finding facts, noting details, gathering the necessary information, and the organization of this amassed material.

4. Dictionary Usage:

- a. Interpretation of new words encountered necessitated constant use of dictionaries and encyclopedias.
- b. Making of individual dictionaries containing new vocabulary proved an effective aid.
- c. Training and drill by teacher in handling and usage of dictionary were effective aids.
- d. Constant practice in usage perfected the skill.

THE HISTORY OF THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME

BY
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VOL. I.

BOSTON:
PUBLISHED BY
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1855.

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5. Following directions:

- a. Activity required carrying out of instructions.
- b. Directions had to be written: careful reading resulted in correct solutions.
- c. Required care involved, practice, failure, dissatisfaction, satisfaction,--all aided in perfecting this ability.
- d. Plans formed for independent study emphasized need of accuracy and care in following directions.

6. Oral Reading:

- a. Presentation of reports and paragraphs for guide books.
- b. Extent of exhibit provided drill.

F. Other School Subjects Involved:

1. English:

a. Oral:

Reports - discussion
Growth in vocabulary

b. Written:

Reports
Paragraph
Correspondence
Graphs, Charts
Additions to Individual Dictionary

2. Penmanship:

Writing of Reports and Paragraphs.

3. Geography

Locating and checking sources of souvenirs.
Discovering and checking information describing
souvenirs.

4. History

1. The first part of the paper

describes the general principles of the method

and the results of the experiments

concerning the properties of the material

used in the experiments

and the results of the experiments

concerning the properties of the material

used in the experiments

and the results of the experiments

concerning the properties of the material

used in the experiments

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concerning the properties of the material

used in the experiments

concerning the properties of the material

used in the experiments

concerning the properties of the material

used in the experiments

Gathering and checking historical data
involved

5. Science:

Simple scientific data concerning souvenirs
gathered and checked

6. Extra School Activities:

Trips to museums

Libraries

II. THE CLUB ORGANIZATION

A. Source of the Activity:

Teacher explained that work of the year was to be largely in control of the class but under teacher's supervision. Suggestions for means of control were called for. Teacher offered several, one being a club organization. The class offered many. Discussion and a vote followed. The club idea led. Thus the teacher had indirectly influenced the group.

B. Purpose:

1. Teacher's:

- a. To overcome difficulties revealed in "A Summer Exhibit."
- b. To shift class responsibilities to class itself.

2. Children's:

- a. Pleasure
- b. A means of helping teacher carry on the school work

C. Brief description:

Club formation

Formation of club constitution

Organization of club procedure

Dear Sir,

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, Sir, very respectfully,
Your obedient servant,

J. H. [Signature]

Enclosed for you are the documents referred to in my letter of the 10th inst.

I am, Sir, very respectfully,
Your obedient servant,

J. H. [Signature]

I am, Sir, very respectfully,
Your obedient servant,

J. H. [Signature]

I have the honor to acknowledge the receipt of your letter of the 10th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Your obedient servant,
J. H. [Signature]

I am, Sir, very respectfully,
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Your obedient servant,
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Your obedient servant,
J. H. [Signature]

I am, Sir, very respectfully,
Your obedient servant,
J. H. [Signature]

Practice in club procedure

Fulfilling club objectives

D. Length of time:

Entire year

E. Types of Reading Exercises:

1. Incidental Vocabulary Growth

2. Skimming

3. How to Study independently

4. Dictionary usage

5. Following directions

6. Judging

a. Amount of material brought in necessitated careful selection of the best.

7. Organization:

a. Variety and amount of material necessitated careful organization

b. Prevention of wasting time and labor necessitated careful organization

8. Oral reading.

F. Other School Subjects Involved:

1. English:

a. Oral:

Discussion of reports
Growth in Vocabulary

b. Written:

The Constitution

Club procedure

Club routine

Class program

Correspondence

Additions to Individual Dictionaries

2. Penmanship:

See Written English

3. History:

Formation of our country's government

Formation of U. S. Constitution

4. Arithmetic:

Dues

Expenses

Simple booking system

Writing of money

Writing of bills, receipts etc.

5. Health Education:

How to keep well and active

6. Extra School Activities

Trips to libraries

Trip to Polling Place

Trips to other clubs

7. Trips to office of school:

Need for help

Need of materials

Filing cabinet

Typing

Mimeographing

III. PRODUCTION OF ENTERTAINMENTS

1. Columbus Day

2. Hallowe'en

3. Armistice Day
4. Thanksgiving
5. Christmas
6. Lincoln and Washington's Birthday
7. 19th of April
8. An Hour of Literature
9. A tea for the Parents
10. May Day Health Program
11. An Assembly Program: How to Write Book Reports

A. Sources of the Activity:

1. Event of holidays and special occasions instigated their observance.
2. An hour of literature, an outcome of the class poetry interest described on page
3. A Tea for the parents, an outcome of the felt need of parental help and education in the class health program.
4. May Day Health Program, the result of a desire to convey to parents and friends the results of the work accomplished in the class health program.
5. How to write book reports, an outcome of the favorable commendations received from the master and other teachers of the school for the book reports written.

B. Purpose:

1. Teacher's: To provide interesting ways and means through which to cover some of the requirements of the grade.
2. Children's: 1. Recreation

The first part of the

of the second part of the

the third part of the

the fourth part of the

the fifth part of the

the sixth part of the

the seventh part of the

the eighth part of the

the ninth part of the

the tenth part of the

the eleventh part of the

the twelfth part of the

the thirteenth part of the

the fourteenth part of the

the fifteenth part of the

the sixteenth part of the

the seventeenth part of the

the eighteenth part of the

the nineteenth part of the

the twentieth part of the

the twenty-first part of the

the twenty-second part of the

the twenty-third part of the

the twenty-fourth part of the

the twenty-fifth part of the

the twenty-sixth part of the

the twenty-seventh part of the

the twenty-eighth part of the

the twenty-ninth part of the

the thirtieth part of the

the thirty-first part of the

2. To give information

C. Brief Description:

1. Special observances: These entertainments usually consisted of an explanation of the celebration - a playlet (sometimes original), fitting songs, poems, and always refreshments donated in part by the teacher, the parents, and in part purchased with the club funds.
2. An Hour of Literature: Explanation of work done in poetry, presentation of favorite poems, original poems, short sketches of lives of some of the poets, and some poems that had been set to music. Refreshments.
3. A Tea for the Parents: Presentation of class Health Program, request for parental help in carrying out program, a health talk by a speaker from a health agency who instructed parents in how to best help their children fulfill the program. Tea for parents.
4. The May Day Program: Same procedure as the Special Observances. Presentation of results of the year's work in health. Awarding of certificates of health for posture, teeth and correct weight.
5. How to Write Book Reports: Presentation of methods used by the class. Presentation of an outline of how to write a book report and the purpose and value of each factor in the outline. Presentation of a number of excellent book reports. Presentation of a list of books of interest to boys and girls enjoyed

CHAPTER IV

1840

The first of the year was a very dry one.

The second of the year was a very dry one.

The third of the year was a very dry one.

The fourth of the year was a very dry one.

The fifth of the year was a very dry one.

The sixth of the year was a very dry one.

The seventh of the year was a very dry one.

The eighth of the year was a very dry one.

The ninth of the year was a very dry one.

The tenth of the year was a very dry one.

The eleventh of the year was a very dry one.

The twelfth of the year was a very dry one.

The thirteenth of the year was a very dry one.

The fourteenth of the year was a very dry one.

The fifteenth of the year was a very dry one.

The sixteenth of the year was a very dry one.

The seventeenth of the year was a very dry one.

The eighteenth of the year was a very dry one.

The nineteenth of the year was a very dry one.

The twentieth of the year was a very dry one.

The twenty-first of the year was a very dry one.

The twenty-second of the year was a very dry one.

The twenty-third of the year was a very dry one.

The twenty-fourth of the year was a very dry one.

The twenty-fifth of the year was a very dry one.

The twenty-sixth of the year was a very dry one.

The twenty-seventh of the year was a very dry one.

The twenty-eighth of the year was a very dry one.

by the class.

All but the last two entertainments were presented in the classroom. The other two were presented in the Assembly Hall. These entertainments were attended by relatives and school children of the other classes.

D. Length of Time: Carried on throughout the year. About three weeks special attention prior to an entertainment

E. Types of Reading Exercise:

1. Incidental vocabulary growth
2. Skimming
3. How to Study Independently
4. Dictionary Usage
5. Following directions
6. Use of Library
7. Use of Reference Books
8. Handling books
9. Gathering information
10. Judging
11. Reading for pleasure
12. Reading for information
13. Appreciating worthwhile literature
14. Reading Maps and graphs
15. Organization
16. Oral Reading

Included exercise in every type of reading presented in course.

F. Other School Subjects Involved:

1. Arithmetic

— 100 —

Estimation of materials needed-costumes, properties, refreshments. Measurement of materials and study of measures involved

Expenses

Auditing of books

2. English:

- a. Oral: discussion-reports-original plays, poems, book reports, niceties of speech and manner, parts in the program, etc. Formation of outlines for reports - duties, etc. Growth in vocabulary.
- b. Written: writing of plays, poems, book reports, sketches, parts in the program. Correspondence more than completely covered requirements for grade. Wrote outlines for reports - duties, etc. Children wrote and talked like eighth graders.

3. Geography:

Placing and checking of locations involved.
Drawing of maps
Study of life and habits of people and countries involved.

4. Health Education:

Completely covered course in health education.

5. History:

Studied and discussed
Historical background involved
Checked on historical data brought in

There is a certain amount of evidence to suggest that the...

...the results of the investigation...

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The results of the investigation...

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Used historical data for original plays,
costumes, scenery, etc.

6. Drawing & Manual & Practical Arts:

Classroom decorations

Designed costumes, and scenery, printed and
made scenery, props, costumes, etc.

Planned, and arranged appropriately attractive
serving of refreshments.

7. Physical Education

Games and dances

Setting up drills

8. Music

Fitting songs

9. Penmanship

Practice obvious

IV. A TRIP AROUND THE WORLD

A. Source of the Activity:

1. An outcome of the Summer Exhibit
2. A desire to know more about distant places

B. Purpose:

1. Teacher's:

To teach the geography requirements of the
grade

2. Children's:

To plan an interesting trip around the world.

C. Brief Description:

A trip, planned from the preparation for the trip
to the return and inspection of baggage by the custom

1. The first part of the report is devoted to a general

description of the area and the results of the

investigation. The second part is devoted to a

description of the results of the investigation.

3. The third part of the report is devoted to a

description of the results of the investigation.

4. The fourth part of the report is devoted to a

description of the results of the investigation.

5. The fifth part of the report is devoted to a

description of the results of the investigation.

6. The sixth part of the report is devoted to a

7. The seventh part of the report is devoted to a

8. The eighth part of the report is devoted to a

9. The ninth part of the report is devoted to a

10. The tenth part of the report is devoted to a

11. The eleventh part of the report is devoted to a

12. The twelfth part of the report is devoted to a

13. The thirteenth part of the report is devoted to a

14. The fourteenth part of the report is devoted to a

15. The fifteenth part of the report is devoted to a

16. The sixteenth part of the report is devoted to a

17. The seventeenth part of the report is devoted to a

18. The eighteenth part of the report is devoted to a

19. The nineteenth part of the report is devoted to a

20. The twentieth part of the report is devoted to a

21. The twenty-first part of the report is devoted to a

22. The twenty-second part of the report is devoted to a

23. The twenty-third part of the report is devoted to a

officers:

1. Preparation

Where to go

What to see

Necessary clothes

Money problem

Rate of Exchange

Traveler's cheques

Passports, visas

Steamship lines

Reservations

Itinerary

2. The Trip

Foreign modes of travel

Comparison with home travel

Difficulties

Change of time

Change of Language

Change of money

Points of interest

Pleasant experiences

Comparison with home life

Souvenirs

3. The Return

Inspection - physical

Inspection - custom officials

The preparation was taken by the entire group.

1890

1890

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1890

The trip included all the countries indicated in the outline -(See Chapter II) Each country was presented by a different group. Informal quizzes were given by the groups to check work presented. A book "A Trip Around the World" was made. The return was taken by the entire class.

D. Length of Time Consumer:

Entire year - class time was taken in the Geography research periods (See class program Table III).

E. Types of Reading Exercise:

1. Incidental vocabulary growth
2. Skimming
3. How to Study independently
4. Dictionary and Encyclopedia Usage
5. Following directions
6. Use of library
7. Use of Reference books
8. Handling books
9. Gathering information
10. Judging
11. Reading for pleasure
12. Reading for information
13. Organization
14. Oral reading
15. Reading maps, charts, graphs

F. Other School Subjects Involved:

1. Arithmetic:

Length of Trip

Estimation of cost

Money U. S. & foreign: Comparison

Foreign Rates and Rate Exchange.

Cost of living in different countries

Traveling Expenses - fares-food-tips-
sleeping quarters, etc.

Cost of Passports - visas

Traveler's cheques

Passport Photographs

2. English:

a. Oral - discussions

reports

vocabulary growth

b. Written - reports-tests

material for "Book"

Correspondence

3. Geography:

All the course requirements covered

4. Health Education:

Comparison of modes of living and sanitary
conditions in various countries and home.

Effect of these conditions on physical, mental
growth of individuals and development of
country.

5. History:

Historical background necessary to better
interpret conditions.

6. Manual and Practical Arts, Drawing:

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Some models of homes, modes of living, a Dutch town, a Japanese countryside, costumes, modes of travel, dressing dolls, copying pictures for "Book".

7. Physical Education:

Comparison of physical exercises taken in schools.

8. Music:

Whenever possible introduced music of country. Discussed French, and German musicians in particular.

9. Penmanship:

Ample drill in writing

10. Nature Study and Science:

Incidental - depending upon the country under consideration, for example, German's contribution in the field of science-the silkworm, coal, iron, precious stones, interesting flora and fauna of the countries to be visited, the camel, the ostrich, etc.

11. Extra School Activities:

Visit from a member of the Chamber of Commerce. Gave a talk on U. S. duties in foreign lands; U. S. service, ambassadors, consuls, revenues, advisors, passports, visas; etc. money rate of exchange. Trips to libraries, children's museum, art museum, friends or relatives who had taken trips abroad or lived there.

④

V. FAMOUS TRAVELERS:

A. Source of the Activity:

1. An outcome of the trip around the world
2. The event of Columbus Day and its entertainment.
3. Interest in how people traveled years ago.

B. Purpose:

1. Teacher's:

To teach explorers required in the Course of Study (See Chapter II)

2. Children's:

How did people travel years ago? Desire to know some famous travelers.

C. Brief Description:

1. Brief Study of Modes of Travel

- a. Ancient Peoples

Cave Dwellers

Egyptians

Babylonians

Phoenicians

Hebrews

Greeks

Romans

- b. People of Middle Ages

2. Brief Study of Crusades

3. Brief Study of Old World Inventions aiding Travel

4. Intensive study of search for new trade routes

5. Intensive study of famous travelers and

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE

UNIVERSITY OF

OXFORD

IN

THE

YEAR

1643

AND

1644

1645

1646

1647

1648

1649

1650

1651

1652

1653

1654

the discovery of the new world

Representatives from Spain, England, France
and Holland and the Scandinavian Peninsula

The different subjects and topics were presented by groups. Informal quizzes were presented as in previous activity. Plays, original and otherwise were introduced as a means of entertainment or to get information across. Charades were played for checking information reported. "A Book of Famous Travellers" was made, a record of work accomplished.

D. Length of time consumed:

About two months; Class time taken in History
Research Periods, (See program, Table III)

E. Types of Reading Exercise:

Every type of reading exercise already mentioned,
under "The Trip Around the World."

F. Other School Subjects Involved:

1. English:

a. Oral: Discussion

Reports

Growth in Vocabulary

Original Plays

Charades

History Games

Roman and Greek

Myths and Legends

Origin of Alphabet

b. Written: Reports

Writing of Plays

Contributions to "Book" tests

Writing Charades

Writing History Games

Correspondence

Changes in Outlines for

Oral Reports

Additions to Individual

Dictionaries

2. Geography:

Placing and checking of locations involved

Drawing of maps and charts

Intelligent reading of maps and charts

3. Health Education:

Brief discussion of Modes of Life

4. History:

Covered requirements in "Background" of

American History, and requirements on

explorers in course of study (See Chapter II)

5. Drawing, Manual & Practical Arts:

Copied drawings for "Book"

Made models of ships

Made Egyptian Designs

Gifts of Greeks and Romans discussed

6. Nature and Science:

Invention of Printing Press

The Compass

Invention of Gunpowder

Invention and Evolution of Steamboat

1843-1844

1845-1846

1847-1848

1849-1850

1851-1852

1853-1854

1855-1856

1857-1858

1859-1860

1861-1862

1863-1864

1865-1866

1867-1868

1869-1870

1871-1872

1873-1874

1875-1876

1877-1878

1879-1880

1881-1882

1883-1884

1885-1886

1887-1888

1889-1890

1891-1892

1893-1894

1895-1896

1897-1898

Fire

The Art of Writing

The Calendar

Invention of steam engine and evolution

The Evolution of the Alphabet

7. Arithmetic - Division of Time

8. Health Education:

Health and Sportsmanship - in Greece

9. Extra School Activities:

Visits to library

Visits to Children's Museum

Visits to Art Museum

VI. OTHER FAMOUS TRAVELERS:

A. Source of the Activity:

1. An outcome of "Famous Travelers" activity.
2. Event of Thanksgiving and its celebration
3. Desire to learn what the "Old World" representatives did here.

B. Purpose:

1. Teachers: To teach requirements on Early Settlements and Colonization
2. Children's: What did the "Old World" representatives succeed in doing in the "New World?"

C. Brief Description:

1. Study of Claims of "Old World" representatives
2. Study of Method of Strengthening these claims
3. Study of Colonization of New World by Old World

Spain
England
France
Holland

4. Study of thirteen original colonies

The different subjects and topics were presented by groups. Much of the same type of work was carried on as in "Famous Traveler's" Activities. A book of "More Famous Travelers" was made.

D. Length of Time Consumed:

About four months. Class time taken in History Periods
(See program - Table III)

E. Types of Reading Exercise:

Every type of reading exercise already mentioned

F. Other School Subjects Involved

1. English

a. Oral

Discussion

Reports

Growth in Vocabulary

Original Plays - Dramatics

History Games

Story-telling

b. Written

Reports

Contribution to "Book"

Tests

Correspondence

Addition to Individual

Dictionaries

Imaginary letters from colonists

Imaginary logs

1. The first part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2). It is shown that the solutions of this system are unique and that they depend continuously on the data of the problem. The second part of the paper is devoted to the study of the stability of the solutions of the system of equations (1) and (2) with respect to the initial data. It is shown that the solutions of this system are stable with respect to the initial data.

2. The third part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

3. The fourth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

4. The fifth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

5. The sixth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

6. The seventh part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

7. The eighth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

8. The ninth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

9. The tenth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

10. The eleventh part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

11. The twelfth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

12. The thirteenth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

13. The fourteenth part of the paper is devoted to the study of the

properties of the solutions of the system of equations (1) and (2).

Writing Plays

2. Geography:

Locating and checking off places involved

Making outline maps

Making salt, flour and water maps

Making maps of territories claimed by
different nationalities

Maps of settlements

Study of Indians

Study of location of Settlements and its effect
upon the development of these settlements

3. Health Education:

Modes of living at this period:

Effect on growth and development of colonies

4. History:

Covered Requirements on Colonization

Forms of Colonial Government

5. Drawing, Manual and Practical Arts:

Copying pictures for "Book"

Pilgrim Settlement - Model

Log Cabins

Colonial life

Dressing dolls to represent colonists

Collection of pictures for "Book"

6. Nature Study and Science:

Changes in methods of warfare

Tobacco Industry

Fur Industry

7. Extra School Activities:

RECEIPTS

1891

Received of the Treasurer of the

Board of Directors

the sum of \$100.00

for the year ending

December 31, 1891

in full

for the year

ending December 31, 1891

for the year ending

December 31, 1891

for the year ending

December 31, 1891

for the year

ending December 31, 1891

for the year ending

December 31, 1891

for the year ending

December 31, 1891

for the year

ending December 31, 1891

for the year ending

December 31, 1891

for the year ending

December 31, 1891

for the year

ending December 31, 1891

for the year ending

Visits to library

Visits to Children's Museum

Visits to Special lectures selected by
children

Visits to Art Museum

Historical Moving pictures of Early Settlers

VII. THE GROWTH OF A NEW COUNTRY

A. Source of Activity:

1. Outcome of "More Famous Travelers"
2. Event of Lincoln and Washington Birthdays
and their celebrations
3. Desire to learn more about beginnings of the
United States of America

B. Purpose:

1. Teacher's: To teach requirements of French and
Indian Wars, and the growth and development of
the original colonies.
2. Children's: To discover why the United States
is an English speaking country and how and why
it developed so quickly.

C. Brief Description:

1. Study of the Decline of Spain's power
2. Study of the rivalries and struggle for
supremacy of England and France in the Old
World and the New.
3. Study of the consequences of England's supremacy
in the New World.
4. Study of the New World's development: New

January 1st 1881

My dear Mr. [Name]

I have just received your letter of the 28th

and am glad to hear

that you are well

and hope that you will continue to be so

I am very truly yours

[Signature]

Very respectfully

[Name]

[Address]

[City]

[State]

[Post Office]

[Country]

[Additional address information]

[Additional address information]

[Additional address information]

[Additional address information]

[Additional address information]

[Signature]

[Name]

[Address]

[City]

[State]

[Country]

[Additional address information]

[Additional address information]

customs, new industries, development of love for liberty, etc.

This activity was taken up much the same way as the others. Informal discussion raised many problems which finally resolved themselves into the four main headings. These subjects were taken by various groups who in turn presented the matter to the class as a whole. The method of procedure was left to the group providing it presented its material clearly and well.

All four used plays, stories, lectures, letters whose authors were impersonating people of those times, and poems and songs. Checks were in the form of tableaux, history games, charades and quizzes. A book "The Growth of a New Country" was made. This was largely a scrap book of newspaper and magazine clippings, cuttings and clippings from old history books and interesting lists of stories dealing with the Revolutionary period, the French and Indian War and Pioneer Life.

D. Length of time consumed:

One and a half months.

It was not quite complete when the teacher left the class. Class time was taken in History Research periods (See program-Table III)

E. Types of Reading Exercise:

Every type of Reading Exercise required

F. Other School Subjects:

1. English

and by means of the following table:

TABLE I.

Showing the results of the analysis of the samples of the

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samples of the material, and the results of the analysis of the

samples of the material, and the results of the analysis of the

Same as previous activity

2. Geography:

Locating and checking of places involved

Making maps of battles

Discussion of victories due to geographic factors

3. Health Education:

Modes of living at this period. Care of soldiers in battle contrasted with modern care.

4. History:

Covered requirements on "The French and English struggle for supremacy" in this country

5. Drawing, Manual Training:

Copying picture for "book"

Models of Indians methods of warfare

Model of Fall of Quebec

6. Extra School Activities:

Visits to library

Historical Moving pictures

French and Indian Wars

VIII. THE NAVAL PARLEY 1930

A. Source of the Activity:

An outcome of the "What Do You Know?" period.

"What Is the Naval Parley?"

B. Purpose:

1. Teacher's:

a. An interesting method of review

b. Exercise in skimming paper for news

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

VOL. II

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

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THE HISTORY OF THE

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THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

VOL. II

THE HISTORY OF THE

REIGN OF

2. Children's:

- a. To be intelligent about the Parley
- b. To follow events in the daily news

C. Description:

- 1. What is a parley?
- 2. What is a naval parley?
- 3. What was the cause of the parley?
- 4. What were the results to be?
- 5. Who was involved in the parley?
- 6. Why were they called the "Big Five"?
- 7. Why weren't some of the other countries included?
- 8. Who represented each country?
- 9. What were the positions held by the representatives?
- 10. What were cabinets?
- 11. What were the forms of cabinets in each country?
- 12. What was the form of government of each?
- 13. Comparison of governments and forms of governments.
- 14. Advantages and disadvantages of the parley results to each country - colonial possessions Food-Clothing, etc.

Information was obtained from newspaper findings, the World Almanac of 1929 and 1930, and current magazines. A scrap book was kept of the newspaper pictures and clippings which served as a log of

Received of the Treasurer of the
County of ... the sum of ...

for ...

the sum of ...

and ...

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the 1930 Naval Parley Events

The work was carried on by groups and reported.

D. Length of Time Consumed:

About four weeks: class time taken in geography periods. (See Table III)

E. Types of Reading Exercise:

Every type of reading exercise was indulged in.
Much practice in newspaper and magazine reading.
Much practice in skimming.
Much practice in discrimination of newspaper reports.
Much practice in checking newspaper facts with data in reliable books.

F. Other School Subjects Involved:

1. English

a. Oral

Much discussion

Reports

Growth in Vocabulary - many new terms:

Argumentation - Debates

b. Written-Reports

Tests

Additions to individual dictionaries

2. Geography:

Review of Italy

United States

France, Japan

Great Britain

Checking advantages and disadvantages of Parley

Washington, D.C.

Dear Sir,

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, Sir, very respectfully,

Your obedient servant,

J. M. Smith

Enclosed for you are two copies of the report of the Committee on the subject of the proposed amendment to the Constitution.

I am, Sir, very respectfully,

Your obedient servant,

J. M. Smith

Very respectfully,

J. M. Smith

Very respectfully,

J. M. Smith

Very respectfully,

J. M. Smith

Very respectfully,

J. M. Smith

Very respectfully,

J. M. Smith

Very respectfully,

J. M. Smith

Very respectfully,

3. History

Forms of government of these five countries.

Interesting contrast. International relationship

4. Extra School Activities

Visits to the library

IX. THE GRADE SIX CLUB LIBRARY BRANCH

A. Source of the Activity:

Need for a place to keep books where they could be obtained easily and with little loss of time.

B. Purpose:

1. Teacher's:

a. Training in usage and handling of books.

b. Convenience in locating books needed.

c. Development of an appreciation for good literature

d. Acquaintance with worthwhile authors and poets, good reference books, etc.

e. Development of independence

a. Children's:

a. Convenience in locating books needed

b. Desire to approximate a real life situation

c. Desire to collect

d. Desire to read interesting books of fiction, non-fiction and references

C. Brief Description:

One corner of the room was given up to the Library Branch. A huge cabinet with glass doors and a magazine rack was obtained. Committees visited the neighborhood branch to discover library needs.

1891

Received of the Treasurer of the

Board of Directors of the

City of New York

the sum of

Five hundred and

no more

for the purchase of

the same

for

the sum of

Five hundred and

no more

for the purchase of

the same

for the sum of

Five hundred and

no more

for

the sum of

Five hundred and

no more

for the purchase of

the same

for the sum of

Five hundred and

no more

for the purchase of

the same

The results were:

1. A visit from the librarian of the neighborhood.
2. A collection of over three hundred books, (fiction, non-fiction, reference books) contributed by teacher, children, master, and neighborhood library. These were sorted first according to subject: Fiction, History, Science, Geography, Reference, etc. Magazines. Each section was arranged alphabetically, properly labeled and the contents catalogued. Card holders were placed in the backs of the books.
3. Library cards were made
4. A charging and discharging system was organized
Real date stamps were used
5. A library staff was organized with definite rules of procedure and duties for checking and keeping track of books. A new staff appointed every two months.
6. Library furniture-made table, small chairs, registering desk, etc.
7. Monthly checking from catalogue list for loss or mutilation of books
8. Library open during free periods and research periods. Signs used "Library Open" "Library Closed"
9. Library reports as to condition of library, interesting notices, etc. were given during the morning conference.

10. A card system containing records of books read

Ex.-- Author-Title-Type of Work
Boy or Girl's Book
Reader's Criticism
Signature of Reader

The children used this card index when they were looking for good books to read. They added their comments and signatures to the same cards--the contrasts were often amusing.

11. A bulletin board for library notices which were later used for other notices also.

12. An advertising scheme, each month a list of suggestive books cooperatively made by staff and teacher was posted.

In addition a set of pictures (paper covers of books) donated by the neighborhood librarian was hung around the library corner.

13. Library Rules and Regulations

These were printed, posted and strictly adhered to.

14. Visits of library story tellers who not only told stories but gave club schemes for encouraging reading.

15. Reading to each other (See program - Table III)

During this period, members, including teacher introduced new books to class. These books were chosen by readers subject to approval by the teacher. A check list was kept. A dozen members were ready each week.

Editor, The Journal of the American Medical Association
Chicago, Ill.

Dear Sir: I have the honor to acknowledge the receipt of your letter of the 28th inst. in relation to the matter of the proposed amendment to the constitution of the American Medical Association, and in reply to inform you that the same has been forwarded to the Executive Committee for their consideration.

The Executive Committee will hold a meeting on the 10th inst. at which time they will consider the proposed amendment. It is the policy of the Association to consider all amendments to the constitution which are presented to it, and it is the hope that the proposed amendment will be favorably received by the Committee and the Association.

I am, Sir, very respectfully,
Yours very truly,
J. H. H. [Signature]

Very truly yours,
J. H. H. [Signature]

Enclosed for you are two copies of the proposed amendment to the constitution of the American Medical Association, one of which is for your personal use and the other for your file. I am, Sir, very respectfully,
Yours very truly,
J. H. H. [Signature]

16. Poems we enjoy

(See Table III)

Same system as above used

17. Our Literary Friends

A section in library corner containing lists of readers, books read, books reported upon, pictures of poets, and authors, newspaper clippings, etc. As section was changed old material was pasted into a book, "Our Literary Friends."

18. Games and Tests

A sort of review given by reporting members to test what had been reported upon

a. Impersonating characters

b. Guessing pictures

c. Illustrating Stories or poems

4) Readers who damage or lose books
must pay for them.

5) Readers must see that their books
are properly charged and discharged

6) In case of loss or damage the last
reader is responsible

Therefore report any damage to the
librarian immediately.

d. Pantomime

e. Character Sketch

f. Dialogue

19. Book Reports

(See Table III)

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed analysis of the case.

3. The third part is devoted to a discussion of the results.

4. The fourth part is devoted to a discussion of the conclusions.

5. The fifth part is devoted to a discussion of the future work.

6. The sixth part is devoted to a discussion of the references.

7. The seventh part is devoted to a discussion of the appendix.

8. The eighth part is devoted to a discussion of the bibliography.

9. The ninth part is devoted to a discussion of the index.

10. The tenth part is devoted to a discussion of the conclusion.

11. The eleventh part is devoted to a discussion of the summary.

12. The twelfth part is devoted to a discussion of the abstract.

13. The thirteenth part is devoted to a discussion of the introduction.

14. The fourteenth part is devoted to a discussion of the first chapter.

15. The fifteenth part is devoted to a discussion of the second chapter.

16. The sixteenth part is devoted to a discussion of the third chapter.

17. The seventeenth part is devoted to a discussion of the fourth chapter.

18. The eighteenth part is devoted to a discussion of the fifth chapter.

19. The nineteenth part is devoted to a discussion of the sixth chapter.

20. The twentieth part is devoted to a discussion of the seventh chapter.

21. The twenty-first part is devoted to a discussion of the eighth chapter.

22. The twenty-second part is devoted to a discussion of the ninth chapter.

23. The twenty-third part is devoted to a discussion of the tenth chapter.

24. The twenty-fourth part is devoted to a discussion of the eleventh chapter.

25. The twenty-fifth part is devoted to a discussion of the twelfth chapter.

26. The twenty-sixth part is devoted to a discussion of the thirteenth chapter.

27. The twenty-seventh part is devoted to a discussion of the fourteenth chapter.

28. The twenty-eighth part is devoted to a discussion of the fifteenth chapter.

29. The twenty-ninth part is devoted to a discussion of the sixteenth chapter.

30. The thirtieth part is devoted to a discussion of the seventeenth chapter.

The Reading to Each Other Period was not sufficient. More time was needed to present books read. Children liked variety so this period was to be devoted to the reading of written book reports. It served a double purpose: reading and writing

D. Length of Time Consummed:

The entire year. The library branch was used almost every period. The other activities mentioned resulting from it took place one period a week. (See Program Table III)

E. Types of Reading Exercise:

Every type of reading exercise required

F. Other School Subjects Involved:

1. English

Oral)
) Every type of English exercise
Written) required

2. Geography

Dependent upon library for all geography activities

3. History

Same as above

4. Health Education

- a. Correct posture when reading
- b. Avoidance of reading exciting stories before retiring
- c. Eye-strain
- d. Proper conditions for reading

the first of these is the fact that the
the second is the fact that the
the third is the fact that the
the fourth is the fact that the
the fifth is the fact that the

the sixth is the fact that the
the seventh is the fact that the
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the fourteenth is the fact that the
the fifteenth is the fact that the

the sixteenth is the fact that the
the seventeenth is the fact that the
the eighteenth is the fact that the
the nineteenth is the fact that the
the twentieth is the fact that the

5. Nature Study and Science

Dependent upon branch library

6. Music

Dependent upon branch library

7. Extra School Activities

a. Visits to library

b. Visits to other classrooms

c. Hall Assembly

8. Activities resulting from Library Activity

Examples of Book Lists (Formulated by Librarians)
and (Posted Bimonthly)

Book List

1. If you were lost on a desert island, what would you do?
Robinson Crusoe by Defoe will tell you what he did.
2. Mountains often take strange forms and shapes.
Read Hawthorne's Great Stone Face and learn what a mountain did to a whole town.
3. We all like to sleep, but how would you like to sleep for twenty years?
Rip Van Winkle by Washington Irving tells of his novel twenty year sleep.
4. Once a little girl of about your age found a secret garden. What do you think she found inside?
Read Mrs. Burnett's Secret Garden and you will know.
5. Some one said, "The best thing in the world is being a boy!" Now a boy believed this and refused to grow up! How did he do it?
He will tell you himself in Peter Pan in Kensington Gardens by Barrie.
6. Did you ever hear of humans living in trees? There is an interesting story, Swiss Family Robinson by Wyss that tells how and why a family of humans lived in trees.
7. Every boy and some girls like a good fight. Robin Hood in The Merry Adventures of Robin Hood by Pyle has many good fights.
8. Do you like to laugh? Read Peterkin Papers by Hale.
9. How many of you still like fairy tales? Here is one that is somewhat different. The Wonderful Adventures of Nils by Lagerlof.
10. Have girls as much physical prowess as boys?
Read Hans Brinker by Dodge and you will find out.
11. Do you like to make things?
Try Home Made Toys for Girls and Boys by Hale.
12. All work and no play makes Jack a dull boy.
Three Hundred Games and Pastimes by Lucas and Lucas will prevent you from becoming dull.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

1625

BY JOHN BURNET

IN TWO VOLUMES

LONDON

Printed by J. Sturges

1725

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

BOOK THE FIRST

CHAPTER I. OF THE DEATH OF KING JAMES THE FIRST

AND OF THE ACCESSION OF KING CHARLES THE FIRST

IN THE YEAR 1625

THE DEATH OF KING JAMES THE FIRST

ON THE 27TH OF MARCH 1625

AT THE AGE OF 57 YEARS

HE WAS SUCCEDED BY HIS SON

KING CHARLES THE FIRST

WHO WAS THEN ONLY 25 YEARS OF AGE

AND HAD BEEN MARRIED TO

QUEEN HELEN OF GREAT BRITAIN

DAUGHTER OF KING JAMES THE FIRST

AND HAD BY HER TWO SONS

AND TWO DAUGHTERS

THE ELDEST SON WAS

KING CHARLES THE FIRST

WHO WAS THEN ONLY 25 YEARS OF AGE

AND HAD BEEN MARRIED TO

QUEEN HELEN OF GREAT BRITAIN

Stories in Rhyme

Now that you write verses yourselves you know how very interesting poems can be.

1. The Village Blacksmith by Longfellow. When your father was a little boy he spent many hours watching the smithy at work. Ask him about it.
2. The Barefoot Boy by Whittier. The best thing in the world is being a boy.
3. The Wreck of the Hesperus by Longfellow. Do you know whether this wreck was anything like the wreck of the Vestris?
4. The Pied Piper of Hamelin by Browning. "Do unto others as you would have them do unto you!"
5. Evangeline by Longfellow. Those of you who love history might like to know what happened in Nova Scotia when the English conquered the French.

REMINDERS

The Purpose of a Book Report

1. To introduce new books
2. To encourage reading
3. To entertain the children
4. At the same time improving our English

Book Report Plan

1. Introduction
2. Time - Plan
3. Main Characters
4. Interesting Incident
5. Where Obtainable
6. Close

A Good Report Requires

1. Subject Name
2. Introductory Sentence
3. Transition Sentence
4. Closing Sentence
5. Interesting Vocabulary
6. Picture Words
7. Originality
8. Accurate Spelling
9. Clearness
10. Transition Sentence Beginner
11. Paragraphing

Writing of reports revealed many English errors.

Each child kept his book reports in a book. A plan was made for self help.

How to Help Ourselves

1. Paste in Report
2. Examine Report
3. Note your errors
4. Correct
5. Before Writing
 1. Recall points to be remembered
 2. Recall your special errors
6. Then: Check first draft with errors
7. Finally: Check last draft with errors

Good Points to Remember

1. More Interest
2. Excellent openings and closings
3. Fine Margins
4. Titles correctly written

Points Needing Improvement

1. Writing - must be clear, must be free from blots and flourishes
2. Punctuation - there must be some at the end of every sentence, a comma does not end a sentence.
3. Spelling - all words must be checked especially final endings
4. Know the end of a sentence
An incomplete sentence is unfinished
5. Possession
6. Quotations
We must learn to recognize quotations and punctuate correctly.

The book report period was such a success, and the children were so lauded for their efforts by visitors, that the members were invited to give book report instruction in the various classrooms and finally at the school assembly.

ASSEMBLY EXERCISE

(Written and Conducted by
The Grade Six Club)

A. Introduction ----- Rona B.

A few days ago the members of room nine taught the

pupils of room five at their request how to formulate a book report. The Master, who was among those present, suggested that we repeat our program to the sixth grades.

We are here to tell you how to make a book report. The chief object of a book report is to introduce new books to the children thereby encouraging reading. In addition to these motives, book reports entertain the children and improve their English. By the close of this period you will know whether or not we have been successful. If any questions should arise keep it until the end of the lesson when you will be given an opportunity to ask it.

B. The Book Report

1. Subject Name -- Stephen B.
The subject name is the title. It must be short, to the point, and attract the attention of the listener or reader.
2. Introductory sentence -- Edna M.
The introductory sentence should introduce the subject, attract the reader or listener and hold attention without giving away the story.
3. Transition sentence -- Eleanor S.
A transition sentence is one that links the previous sentence with the following one. For example:
To start a sentence abruptly like this does not sound right. "Sam and Tom were absent." "We marked our arithmetic papers." To improve this we should say something like this. "Sam and Tom were absent. After this was recorded we went on to our next subject. We marked our arithmetic paper." Later on in this program we shall read to you some book reports. See if you can recognize any transition sentence.
4. Closing Sentence -- Bernice D.
A closing sentence is one that really closes, the story. The closing sentence of a book should make the reader or listener eager to obtain the book.
5. Interesting Vocabulary -- Edith G.
An interesting vocabulary puts the reader or listener right into the story. Words that are carefully chosen make pictures, show action and suggest feeling and sound. When the children read their book reports note whether they have really made you see, feel, and hear.
6. Originality -- Paul C.
Originality means the ability to create a new idea. Suppose that all the book reports were similar. You would find them very tiresome. For that reason we have tried to make our book reports as different as possible. During the reading of the book reports notice the originality expressed.
7. Clearness -- Ruth O.
Clearness is the power to express thoughts so that the message may be easily understood. We have

helped ourselves with the use of the following plan

- a. Think before you speak or write
 - b. Know definitely what you want to say or write
 - c. State your message clearly in as few words as possible
8. Transition Sentence beginners -- Maurice G.
- Our efforts to make one sentence follow another more smoothly resulted in the study of transition sentence beginners. A transition sentence beginner is a word or a group of words at the beginning of a sentence that makes it follow another sentence more smoothly. Here are some examples:
- | | |
|------------------------|----------------------|
| a. Therefore | b. Henceforth |
| c. Meantime | d. Hitherto |
| e. Thus | f. According to this |
| g. Following this | h. As I said before |
| i. In addition to this | j. After a while |

Words such as these help greatly in the smoothness of the story.

9. Paragraphing -- Ruth C.

The point for improvement we are working on now is paragraphing. Just as punctuation in a sentence makes it more easily understood, so paragraphing makes a story easier to read. How do we decide into how many paragraphs to divide the piece of work? The number of main thoughts decide how many paragraphs to use. An outline will indicate the main thoughts. Therefore it is necessary to always use an outline.

- C. Some Book Reports -- Rona B.

You will now hear some book reports. See if they fulfill the requirements of a good report.

- C. Close -- Rona B.

The book report session has come to a close. We hope you have enjoyed the stories and received some worthwhile aid. Are there any questions? (There were none) If you should think of any on your return to your classrooms, kindly send them to us and we will endeavor to answer them.

EXAMPLES OF BOOK REPORTS

(Written by Members for
Assembly Exercise)

The Red Feathers

One night Jimmy asked his older brother Johnny to



relate an interesting incident from some book. John promised he would on condition that Jimmy would not interrupt in the middle of the story. This is the incident that John told Jim.

"Bright Robe, the most wicked and powerful magician living was about to kill Whispering Grass, a medicine woman who had insulted the great man," began the oldest brother in a low voice as they were in bed, "when some invisible creature stopped the magician's hand. This angered Bright Robe to such an extent that he increased his strength and stature a hundred fold and started to wrestle with the invisible. Bright Robe heaved and puffed with strength known only to him and one other magician. It was a mighty battle as the invisible person was nearly as strong as the great magician. With blood streaming down his mighty face, Bright Robe at last -----"

"I wish I could have seen that fight," muttered Jim forgetting his promise.

"That ends the story because you interrupted me," replied John, "I will tell you how you can finish the story though."

"How?" asked Jimmy eagerly.

"By reading the book called 'The Red Feathers' by Theodore Goodridge Roberts," answered Johnny.

A Virginia Cavalier

What type of stories do you like to read best? I think the most interesting books are those of lives of great men. "A Virginia Cavalier" by Molly Seawell is devoted entirely to the life of a great man, George Washington.

One day Lord Fairfax, an old friend of Madam Washington, came to Ferry Farm. Immediately he took a fancy to the young cavalier. The earl asked George if he would come to Greenway Court, one of the fortresses of the English, against the French and hostile Indians. Young George consented to this.

After a few peacefully spent weeks an Indian came to the fortress. Lord Fairfax surmised the warrior was a French spy. His suspicions were true. One night as George was about to retire, he saw shadows behind the bushes. Before setting an alarm, he looked again to see if his eyes were deceiving him. No, they were not. Sure enough there were about fifty men. Who were they? What did they want at Greenway Court? How did young Washington battle the oncoming enemy?

All these questions may be discovered by reading the book which I know you will enjoy not only for the thrilling story but for the true facts of one of America's greatest men as well as the "Father of Our Country."

X. KEEPING WELL

A. Source of Activity:

1. Article 2 of Constitution
2. Result of Findings of Physical Examination in the fall by the school Doctor
3. Follow up Work of defects discovered

B. Purpose:

1. Teacher's:
 - a. To correct defects discovered during the Physical examinations
 - b. To fulfill health education requirements of Course of Study (See Chapter II)
2. Children's:
 - a. To fulfill Article 2 of Constitution
 - b. To correct defects discovered by Doctor

C. Brief Description:

1. Why are we examined?
2. What were the findings?
3. Why should we correct defects?
4. How can we correct defects or maintain this health excellence?
5. How can we fulfill Article 2?
6. Procedure
 - a. Much discussion of reading of health material
 - b. Monthly weighing and measuring
 - c. Daily checking and inspection
 - d. Charting and graphing results
 - e. Following directions
 - f. Making health reminders for use at home and school

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we consider the case of a single particle.

3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. The sixth part is devoted to the case of a system of continuous media.

7. In the seventh part, we consider the case of a system of continuous media.

8. The eighth part is devoted to the case of a system of continuous media.

9. In the ninth part, we consider the case of a system of continuous media.

10. The tenth part is devoted to the case of a system of continuous media.

11. The eleventh part is devoted to the case of a system of continuous media.

12. In the twelfth part, we consider the case of a system of continuous media.

13. The thirteenth part is devoted to the case of a system of continuous media.

14. The fourteenth part is devoted to the case of a system of continuous media.

15. The fifteenth part is devoted to the case of a system of continuous media.

16. The sixteenth part is devoted to the case of a system of continuous media.

17. The seventeenth part is devoted to the case of a system of continuous media.

18. The eighteenth part is devoted to the case of a system of continuous media.

19. The nineteenth part is devoted to the case of a system of continuous media.

20. The twentieth part is devoted to the case of a system of continuous media.

21. The twenty-first part is devoted to the case of a system of continuous media.

22. The twenty-second part is devoted to the case of a system of continuous media.

23. The twenty-third part is devoted to the case of a system of continuous media.

24. The twenty-fourth part is devoted to the case of a system of continuous media.

25. The twenty-fifth part is devoted to the case of a system of continuous media.

26. The twenty-sixth part is devoted to the case of a system of continuous media.

27. The twenty-seventh part is devoted to the case of a system of continuous media.

28. The twenty-eighth part is devoted to the case of a system of continuous media.

29. The twenty-ninth part is devoted to the case of a system of continuous media.

30. The thirtieth part is devoted to the case of a system of continuous media.

- g. Correction of defects found at physical examination
- h. Mirror with weekly changing clever captions (reminder of health rules) in dressing room
- i. Individual pocket combs and files always on owner
- j. Instruction in how to work without too much tax on the body
- k. How to rest and relax
- l. Value of rest and relaxation
- m. May Day Program with rewards from State House for Correction in Defects and Excellence in Posture, Weight, and Teeth.

D. Length of Time Consummed:

Entire year -- Health Education was taught all day long. Special Welfare period (health instruction) once a week for intense study-why-what-how

E. Types of Reading Exercise:

Every type of reading exercise suggested

F. Other School Subjects involved:

1. English

a. Oral

Much discussion and reports

Growth in Vocabulary

b. Written

Writing of reports



Much correspondence

Addition to individual dictionaries

2. Health Education

All requirements of Course of Study fulfilled
(See Chapter II)

3. Drawing

Making of graphs and charts

Making of Posters

Making of Reminders

4. Nature Study and Science

Some comparison of humans with animal and
bird life

Study of bacteria

Collection and disposal of city wastes and
garbage

Study of moths

Study of Refrigeration

Study of Pasteurization

Study of Flies

5. Geography

Study of city Sanitary Department

Study of City Board of Health

6. Extra School Activities

Visits to library

Visits to Children's Museum

Introduction

The purpose of this study is to investigate the effects of various factors on the growth and development of the human body. The study is designed to provide a comprehensive overview of the physical changes that occur during the human life cycle, from birth to old age. The research is based on a review of the existing literature and a series of experiments conducted over a period of several years. The results of the study are presented in the following sections, which are organized into three main parts: the first part deals with the physical changes that occur during the prenatal period, the second part deals with the changes that occur during the postnatal period, and the third part deals with the changes that occur during the aging process. The study is intended to provide a valuable resource for researchers and students alike, and to contribute to the understanding of the human body and its development.

ACTIVITIES LEADING FROM MAJOR ACTIVITIES

Individual Units of Study in

Scientific Research

Early in the term the children displayed a marked interest in Science. The interests in this field were so many and varied that it was impossible to follow one activity and include all the interests. Finally in accord with the class wishes one period a week was given up to the Lectures on Scientific Research--these were conducted by groups.

The following is an outline of work that was made out by a committee.

Science

Classed knowledge in reference to physical world.

nature	plants	shells	animals
invention	birds	fish	human
medicine	sky	clouds	moon
chemistry	sun	stars	planets
physics		weather	
astronomy		conditions	
geology		snow	
biology		rain	
zoology		hail	
		sleet	

Each subject was taken by a group of children. They reported on some subject of interest in the field selection subject to the approval of the teacher. A reference to this unit of work will be found in the minutes

[The text on this page is extremely faint and illegible. It appears to be a multi-paragraph document with some possible section breaks. Two punch holes are visible on the right side of the page.]

in Chapter Three.

There were many interesting and excellent reports, collections, charts, graphs, and drawings made.

A list of lectures was posted on the bulletin board. Each member had to be ready one week in advance in case substitution was necessary.

Informal quizzes to test knowledge were given. This period was one of the favorite ones.

The Grade Six Club Chat

Another favorite period was the Grade Six Club Chat. Early in the work of the club, the members discovered that no provision was made for the relating of personal experiences such as they had had in the oral composition work of former grades. They missed this type of work and asked for it. So one period a week was given up to it. (See Table III) It was called the Grade Six Club Chat and merely consisted of the telling of personal experiences. It had no relation to any other activities.

Since any activity will bring about some problems, it is not surprising that this one did also. The problems were:

meeting fulfillments

time

program

English errors

Two outlines were formed which greatly aided in

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the hundredth part of the history of the

making this period more interesting, more valuable, and more educational (children's work). As with the reading activities, committees were formed who took charge of this activity. Lists were posted announcing meetings and entertainments.

The Grade Six Club Chat

(Outline of Procedure)

1. Definite well arranged program
2. Current Events and personal experiences
Select topics of interest and value
3. Scrapbook
4. Where to get material for the Grade Six Club Chat
Current Events
Newspapers
Magazines
Listen in on Radio
5. Time: 9:15 - 9:30

The Grade Six Club Chat

(Presentation Aids)

1. Prepared (recite to chairman before presentation)
at least a week ahead
2. Speed in action and delivery
3. Talk from a definite outline
4. Clear definite interesting explanation
5. Practise reading or talking before presentation

English Helps Period

(Plan of Procedure)

1. Introduction
2. Errors sorted
3. Call individuals who have made errors
4. Give error
5. Ask for correct form
6. Individual makes correction
7. If wrong call on another individual for correct form
8. Ask for confirmation (Miss K.)
9. Have individual who made error repeat
10. Appoint guardian to watch for error during the following week

The first of these is the fact that the
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THE SECOND PRINCIPLE

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THE THIRD PRINCIPLE

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THE FOURTH PRINCIPLE

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"What Do You Know?"

Naturally in the course of such an activity program, many questions arose which had no bearing on any activity, or else went adrift from the activity on hand. The questioners wanted to be answered and were eager to become involved in heated arguments. Then, too, the teacher disliked to curb any natural worthwhile curiosity. As a result came "What Do You Know?" which met once a week. (See Program-Table III).

During the week anytime a question came up that could not be handled at that moment or that would result in endless discussion, it was recorded on a sheet that was posted. Any two individuals could volunteer to answer it. They placed their names beside the question and the committee in charge expected these volunteers to fulfill their duties. If no volunteers appeared, the committee appointed two answerers. These children worked independently. If their answers were the same the question was settled. Many times one question led to another until the chain was endless. However, it was a most worthwhile activity and was eagerly awaited each week.

From the following outlines formulated by the children the problems, this little activity evoked can be seen.

What Do You Know?

(Plan of Procedure)

1. Committee - 2 members
Duties
 - a. Write questions down
 - b. Appoint two members on each question

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON, Printed by J. Streater, at the

Sign of the Gun, in St. Dunstons Church-yard

1724

THE SECOND VOLUME

CONTAINING THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

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IN TWO VOLUMES

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LONDON, Printed by J. Streater, at the

Sign of the Gun, in St. Dunstons Church-yard

1724

THE SECOND VOLUME

CONTAINING THE

- c. Answer in writing at least two days ahead
- d. Check for fulfillment at least two days ahead
- e. Arrange a program - 15 minutes
10 minutes for contributors
5 minutes for discussion
- 2. A weekly "What Do You Know" Time: Thursday
9:15-9:30
- 3. A monthly check
- 4. All questions should be passed to the committee in charge
- 5. Questions should be listed
- 6. Answers in writing at least two days ahead
- 7. Reports
Written -- for file
- 8. Credit
Questioners) receive credit
Answerers)

What Do You Know?

(Suggestions)

- 1. Answers must be short as possible
- 2. Answers must be in your own vocabulary
- 3. Speak so that the audience can understand
- 4. Follow out - "How to make a report"

English Needs

Each activity in the life of the club revealed many written English needs. If these needs could be cared for in the various activities they were so done. However, in spite of the high I. Q's of these children many of them were careless and slovenly in their written reports and records. Committee men literally moaned during the checking. Something had to be done. So English Needs Period found a place in the program once a week. During this period, the class received instruction in overcoming their English needs. Of course, one period a week was not sufficient for many children. They were cared for during the free periods. The children each owned books containing their written English errors. They kept graphs which they

checked for improvement.

Some devices suggested by the class and which proved helpful were:

1. A daily diary of about five sentences
2. A different paragraph copied from a book daily
3. A daily joke
4. A daily experience, etc.

Each child needing assistance selected his own type of work. These he pasted each day into his book after they had been corrected. The work was done at home or in school during the earned leisure. The growth was marked.

Spelling Needs

Although spelling is part of the English program, the spelling errors were so numerous that two periods were given to this problem. In addition to the errors in the child's own vocabulary there was a Boston work list for grade six that had to be acquired.

There was no formal work in spelling and no class spelling tests. Each child had a copy of the Boston Word List to which he added his own particular failings not included in the list.

Each week he tried to master twenty words, ten new words, and ten review ones.

Two children worked together. One period they worked alone and the other period they worked together giving each other a written test based on the spelling needs of each. Two periods were not enough for some so these children worked at home or during free periods.

So in the habit were these children of working under formal methods that they were dissatisfied until

a working spelling plan was evolved. It was a mixture of many plans from the various fifth grades. Since they felt that it helped them they were encouraged to use it.

Once a month a committee designated for that purpose gave a test which it had made.

The teacher told them something about spelling that amused them. No one need be ashamed of being a poor speller, but poor spelling was a sign of slovenliness, therefore every good writer was seldom separated from his dictionary. Every work in a written piece of work should be carefully checked for spelling.

As a result many members bought tiny pocket dictionaries.

Spelling Plan

1. Procure the correct form
2. Discover meaning
3. Put the word into sentences (five sentences for each word)
4. Division of syllables (use dictionary)
5. Note difficulties
6. Silent Drill - 10 times each
7. Oral Drill - 10 times each
8. Written Drill - 10 times each

Making a Dictionary

One activity lead to another and the making of a dictionary followed the inauguration of the spelling needs activity.

The children in their various activities encountered many new words. At first these were recorded on the board; then because of lack of space, they were recorded on sheets of paper posted; then, because these words were not arranged alphabetically and were not easy to locate, the making of

the dictionary was originated.

The dictionary was of simple construction containing sheets arranged alphabetically.

Whenever a new word was found, it was recorded in its proper place. The meaning was found and recorded. After each new word, was placed the phonetic respelling in parenthesis. This taught the children the value and use of diacritical marks and resulted in a study of the diacritical marks.

Thumb indexes were made to aid in finding pages more quickly.

The children became ambitious and asked to make the dictionary into a real book. This necessitated studying the parts of a book.

Below is a form the children worked out.

Parts of a Book

1. Cover - Title - Author
2. Frontispiece - picture in front of book
3. Title page - Title, author, publisher, date, copywrite
4. Preface - introduction to book
5. Table of contents - location of the stories
6. List of Illustrations - location of picture
7. Text or body or content - chapters
8. Index - location of definite subjects
9. Glossary - small dictionary containing difficult words in the content - (pronunciation
syllables
meaning)

The appropriate parts were then added to the dictionaries. Making a dictionary required knowledge and instruction in using a dictionary and then much exercise in finding pages quickly and interpreting findings correctly.

THE UNIVERSITY OF CHICAGO

PH.D. THESIS

THE UNIVERSITY OF CHICAGO

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THE UNIVERSITY OF CHICAGO

How To Use a Dictionary

1. Ability to find words economically and quickly
 - a. knowledge of alphabet
 - b. use of page headingsAre all dictionaries arranged the same way
Get several kinds
2. Ability to derive pronunciation
 - a. diacritical marks
 - b. accent mark
 - c. phonetic spelling in parenthesis
3. Ability to select appropriate meanings
Use content--substitute new meaning and test for sense

Uses of a Dictionary

1. Pronunciation
2. Spelling
3. Meaning
4. History of words
5. Synonyms
6. Antonyms

Vocabulary Check

The making of the dictionaries lead to another activity. This was the vocabulary check. Did the children know the words they were adding to their individual dictionaries?

Two methods were suggested and used. One individual was in charge. He had prior to the check selected ten words from the individual dictionaries. These he placed on the board. The members copied the words and gave the meanings, Ex. benefactor--one who does good. A certain number of minutes were allowed. Then the papers were exchanged and corrected. Those who came below what the chairman considered passing, were checked daily by him for the meanings.

The second method which was used and was better liked was as follows:

THE HISTORY OF THE

... ..

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CHAPTER I

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SECTION I

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The child in charge selected about fifteen words from the individual dictionaries. He composed ten sentences using only ten of the fifteen words selected. These sentences he wrote on the board omitting the word to be selected. Fifteen words were given although only ten were used to prevent guess work.

Ex. barometer, pantomine, terrible, synonyms-antonyms

Large and small are-----.

These tests proved most valuable and were given once a week in a free period.

Enunciation Exercise

Another interesting activity carried on by the Grade Six Club was partially an outcome of the dictionary work and partly an outcome of the slovenly speech habits of some of the members.

This activity involved the selection of a number of difficult words selected by all the members of the group. A sheet was posted. On it was placed these words worthy of attention. The teacher added many, usually not very difficult ones, but containing common difficulties such as endings, initial slurs, etc. One chairman a week was in charge. He listed the words, on the board and under his direction (he had previously conferred with teacher), the children pronounced them.

Ex. Liberty, finance, trespassing, library coupon, etc.

All doubts or challenges were referred to the dictionary.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. The text further outlines the specific procedures for recording and verifying financial data, ensuring that all entries are supported by appropriate documentation.

Financial Reporting Procedures

This section details the process for generating and reviewing financial reports. It includes instructions on how to compile data from various sources, perform necessary calculations, and conduct a thorough audit of the figures. The document also addresses the frequency of reporting and the roles of different departments in the process. Furthermore, it provides guidelines for the presentation of the reports, ensuring that they are clear, concise, and easy to interpret for all stakeholders.

Poster made by the members.

Improve Your Enunciation and Pronunciation

by

1. Noting initial sound
2. Noting mistaken sound or work
3. Noting final sound and
4. Noting slighted syllable

Each week there were special difficulties to watch for. For example, Enunciation Errors

1. library
2. recognize
3. Enunciation, initial letter, closing letter, slight any letter or syllables

Travelogues

The Trip around the World encouraged the relating of the children's trips. These experiences many related during the Grade Six Club Chat. After they were told the stories were recorded in a book called "Travelogues".

Banking

When the club was first formed the teacher took charge of the banking which is a traditional institution in the Boston School System. However, as the club advanced and the children learned to work independently and capably, the teacher gradually shifted the banking responsibility to the class. This necessitated a clerical assistant, two receiving tellers, and two cashiers. These bank officials were appointed once in two months. They proved very capable. The banking system and its care provided much exercise in the arithmetic fundamentals.

The Radio Programs

When the music corner was first formed, one member brought in a small portable radio. The teacher had an

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

1679

LONDON

Printed by J. Streater, at the Sign of the Gun, in St. Dunstons Church-yard.

THE HISTORY OF THE REIGN OF CHARLES THE FIRST, BY JOHN BURNET, 1679. LONDON, Printed by J. Streater, at the Sign of the Gun, in St. Dunstons Church-yard.

THE HISTORY OF THE

REIGN OF CHARLES THE FIRST

interior antennae put in and the club thereafter received clear receptions. At that time the School of the Air broadcasted once a week. This period was "listened into" by the club. Many interesting programs were heard. That year this organization broadcasted a series of history places which the children found helpful as well as entertaining.

However, if any special program was on the air, the club "listened" even if it was not the Radio Period, for example, the Opening of the Telephone Radio Service between North and South America. The children kept a record of these programs.

The following is the record made by one of the members of this eventful occasion.

Radio Program - April 3, 1930

Purpose

1. This program inaugurated the opening of the Telephone Radio Service between North and South America.

Who Opened It?

- | | | |
|------------------|----|--|
| Washington | 1. | President Hoover spoke to the President of Chile in English. |
| & | | |
| Santiago | 2. | The President of Chile spoke to Hoover in Spanish. |
| in | | |
| Chile | 3. | The Secretary of State spoke to Hoover in Spanish. |
| | | |
| Washington, D.C. | | |
| & | 4. | President Hoover spoke to the President of Uruguay in English |
| Uruguay | | |
| (Montivideo) | 5. | The President of Uruguay spoke to Hoover in Spanish. |
| | 6. | The acting Minister of State talked to the Minister of Foreign Relations - |
| | | 1. Spanish. 2. Broken English. |
| | | |
| Washington, D.C. | | |
| & | 7. | Acting Minister of United States spoke to Mr. White (in charge of the United States affairs in Argentina). Both spoke in English. The President of Argentina |
| Argentina | | |
| (Buenos Aires) | | |

22 —

was ill so he could not speak.

The Music Lovers

Early in the life of the club, the Grade Six Club decided to have a music corner. It consisted of a victrola on a table donated by a member. This table was valuable because the lower section contained a rack in which were kept the record albums which had been donated by some members of the club. There were three albums containing about sixty records alphabetically arranged according to composers. These records had been lent by the school, the teacher, and the pupils.

During the Music Lover's Period which met twice a week, the children learned to love and recognize many beautiful selections. From this sprang a desire to know something about the composers.

Two books were made. One was a record of the records the members could recognize and short sketches of the lives of the composers. The other was just a scrap book with interesting musical newspaper cuttings and pictures. In this were also recorded the programs of the Children's Symphony Concerts attended, (three in number) and any other programs of musical recitals in which the children had taken part or attended.

The result reacted upon the music needs period. They took to their music with a zest because they appreciated the labor and practice necessary for success. Several had musical aspirations. Seven members were in

THE HISTORY OF THE

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the school orchestra and five in the school glee club.

The following outline was made as an aid in
"polishing a song."

Polishing a Song

1. Accuracy
 - a. notes
 - b. time
 - c. pronunciation of words
 - d. accent
2. Interpretation
 - a. signs and terms
 - b. words
3. Voice
 - a. sweet
 - b. blend
 - c. clear
 - d. light

The Supply Cabinet

When the club first organized the teacher gave the children several drawers which they could use. Unfortunately the drawers were in her desk. Thus matters were a bit complicated. The master came to the rescue with the top of an old fashioned desk. This was divided into fourteen compartments and brought much joy to the members of the group. It was immediately put to use. Each compartment was labeled and promptly filled.

Contents:

1. Elastics and erasers
2. ~~Punches~~
3. Clips
4. Pins
5. Thumb-tacks
6. Chalk
7. Pens, pencils, penholders
8. Envelopes
9. Card holders
10. Paste
11. Rulers
12. Blotters
13. Library Accessories
14. Ink powder

— 2 —

When a child borrowed an article, he left a statement to that effect on the file. When the article was returned, the statement was destroyed.

Date	--	Name	--	Article Taken
March 17		Esther H.		Punch

Two members were in charge. They were changed once in two weeks.

The greatest problem proved to be not the failure to return the articles but the constant stock taking of the supply cabinet custodian.

The Filing Cabinet

The club received so much correspondence, that their disposal became a problem. This time the master's secretary proved to be the fairygodmother. She came into the room during the heat of the discussion. Their distress was so appealing that she offered to provide a filing cabinet. Some did not know what a filing cabinet was. She invited the group into her office, showed them hers, and patiently answered the many questions asked.

The filing cabinet also contained a set of filing cards arranged alphabetically which proved a great aid in filing letters.

Thus the children not only acquired a filing cabinet, but they learned what it was, how to use it, and then had exercise in using it.

Plans and Outlines

Used during the life of the club and not accounted for in the various activities.

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Chairman's Duties

1. Introduction
2. Points of improvement of the last lesson
3. Presentation
 - a. Preparedness
 - b. Speed
 - c. Time limit
 - d. Definiteness
 - e. Appearance, ease, etc.
 - f. Voice
 - g. Subject Matter
4. Comments
 - a. Did we improve on (2)
 - b. Any questions
Doubts - Challenges
 - c. Any new good points
 - d. Any further points for improvement
5. Check for written report
6. Assignment to new chairman and group
7. Close .

How to Work in Groups

1. Select a chairman
2. Assign work to different individuals
3. Work quietly
4. Work quickly
5. All members cooperate
6. Waste no time
7. Tend strictly to business
8. Examine material contributed
9. Select material wanted
10. Prepare for presentation

How to Make a Report

1. Subject name
2. Assignment
 - Assigned
 - Voluntary
3. Authority
4. Explanation
 - Clear
 - Well-written
 - Accurate
5. Written Statement for file
6. A thoroughly practised presentation

How to Study

1. Know definitely what you want to know. Write it down.
2. Know what you already know. Write it down (pre-test)
3. Look up - What - When - Where - How - Who - Why
(thorough research)
4. Follow "How to Gather Information."
5. Compare pre-test with final results.

How to Gather Information

1. Get as many books as possible on subject
2. Skim table of contents and index (jot down pages)
3. Skim chapters, pages, and sections
4. Gather information
5. Select vital points
6. Arrange vital points in an outline
7. Check for meaning of unfamiliar words
8. Organize report in one's own words
9. Check English
10. Rewrite for file
11. Practice for oral reports

Free Period Requirements

1. Profitable
2. Industrious
3. Respect others rights
 - No disturbance
 - Self-reliance
 - No talking unless absolutely necessary
 - Speak so that others will not be disturbed

Making an Appointment

1. Introduction
2. Who are We
3. What do we want
 - An appointment
 - day - date - time
4. Why
5. Appreciation

Letters of Acceptance

1. Introduction
 - a. Who we are
2. Appreciation
3. Additional Information
 - a. acceptance
 - b. time
4. Close

Conduct

1. Cooperation in maintaining
 - (quiet order and respect others right;
 - promptness in action and speech;
 - attention and posture; no wasted time-
 - quickness)
2. Courtesy
 - (to each other;
 - to everyone, young and old)
3. Self control in action and speech
4. Reliability - whether watched or not
5. Industry

Effort

1. Participation at all times
2. Cooperation in advancing (class with group)
3. Fulfillments of duties (homelessons
special assignments)

4. Good workmanship (individual's work
class work
group work)

5. Perseverance

Making Requests

1. Who are we
2. What we want
3. Why we want
4. May we have it
5. Appreciation

Another Poster Made by the Club Members

In making suggestions, use the following terms
of address:

1. I think it would be better
2. I would like to suggest
3. I suggest
4. May I suggest?

A Good Audience

1. Keeps quiet thereby encouraging speaker.
2. Does not disturb or distract speaker.
3. Listens politely.
4. Makes worthwhile comments.
5. Asks worthwhile questions.

A Good Speaker

1. Stands erect on two feet without unnecessary movements.
2. Speaks clearly and distinctly so that audience can hear.
3. Is prepared with worthwhile material.
4. Uses an interesting vocabulary.
5. Speaks as if he had something worthwhile to contribute.
6. Uses excellent English.
7. Uses complete sentences.
8. Keeps to the point and does not tire his audience.
9. Knows when he has finished.

Being Courteous to an Audience

1. Stand erect on two feet before your audience in an easy quiet position
2. Use a pleasant voice, but speak clearly, distinctly, and correctly in complete sentences so that everyone can both hear and understand you.
3. Make your talk interesting and give it without hesitation.

How to Encourage a Speaker

1. Sit and listen quietly and politely.
2. Keep your eyes on the speaker.
3. Look as if you were enjoying his talk.
4. Ask questions about the speaker's talk.

(See next page)

How to Make a Poster

1. Posters must be neat and easily read
2. They must contain correct spelling, English and Punctuation, and capitalization.
3. The statements must tell truths.
4. In presenting posters to class, give reasons for need of poster.

Judging Posters

1. Is the poster neat and readable?
2. Is Spelling, English, punctuation and capitalization correct?
3. Do the statements tell truths?
4. Does the poster show originality?
5. Does the poster show good workmanship?
6. Mark the poster maker or makers
7. Assign a place for poster

Suggestions for a Speaker

Each member must speak clearly, distinctly, and correctly so that the other members may both hear and understand the speaker.

In order to obtain the desired results each speaker must use good English, speak in complete sentences and stand on two feet. Thus he will neither offend the ear nor the eye.

Good Reading Requires

1. Correct pronunciation
2. Careful enunciation
3. Intelligent interpretation
4. Clear, distinct, pleasant, voice

Preparation for a Trip

1. Pencil and notebook (each child is responsible for a certain subject)
2. Warning
Do not touch
3. Conduct
A good audience
No talking
No laughing
4. Courtesy
Applause at the end
5. Appreciation
Some form of "Thank you"

Suggestive Material for Making Models

- | | |
|---------------|----------------------|
| 1. Newspaper | 7. Salt and Flour |
| 2. Clay | 8. Cardboard |
| 3. Wood | 9. Stone |
| 4. Soap | 10. Putty |
| 5. Wet Sand | 11. Plaster of Paris |
| 6. Plastecine | 12. Wax |
| | 13. Tin Foil |

Individual Desk Supplies

- 2 pencils
- 1 ink eraser & pen wiper
- 1 dust cloth
- 1 paint cloth
- 1 small pad of paper
- 1 colored pencil
- 1 large envelope for collection
- 1 large envelope for interesting articles-picture-poems-loose papers-drawing envelopes-no open tops
- 1 small jar of glue-no paste-safety top

THE HISTORY OF THE

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1 tiny calendar
1 small pair of scissors and cork stopper
labels

The Grade Six Club Telephone Directory

The directory consisted of an alphabetical list of telephone numbers. Those members not having telephones used a neighbor's number. All members were instructed to use the telephone sparingly especially those members dependent upon their neighbor's telephones and generosity.

BOOKS MADE BY CHILDREN - RECORDS OF ACTIVITIES

Guide Book to Summer Exhibit

A Trip Around the World

Famous Travelers

Other Famous Travelers

The Naval Parley

The Radio Programs

The Grade Six Club (original)

Book for Filing Reports

Music We Know

Music Scraps

Friends From Music Land

Our Literary Friends

Famous Men and Women We Know

Songs We Know

Musical Selections We Know

Record of Class Speech Errors

Log of Club Events

Poems We Love (Anthology)

Handwritten text at the top of the page, possibly a title or header.

First main paragraph of handwritten text, consisting of several lines.

Second main paragraph of handwritten text, consisting of several lines.

Third main paragraph of handwritten text, consisting of several lines.

The Growth of a New Country

The Grade Six Club Chats

Individual Dictionaries

ACTIVITIES CONDUCTED OUT OF SCHOOL HOURS
INSPIRED BY ACTIVITY PROGRAM

Arline's Charity Club

Seena's Book Lover's Club

Rose's Gazetter

Rona's Newspaper

Setting Poems to Music

Original Poems

Original Plays

1890
1891
1892
1893
1894
1895
1896
1897
1898
1899
1900

CHAPTER FIVE

OUTCOMES

The value of a piece of work is usually judged by its outcomes. What then were the outcomes of this extensive activity program?

Scholastic Achievements

Sangren Woody Reading Test Results

Since the program placed great emphasis on reading, a second Sangren Woody Reading Test was administered as a check on the growth of the reading power as a result of this type of work. Ordinarily the check tests are not given until the close of the school term but because the teacher was leaving the class before the close of the term, the tests were given May 2nd. Whether the class would have gained much more in two months will have to remain unsettled.

Sangren Woody Reading Test Results

May 2, 1930

Sangren Woody Reading Tests	Grade 6 Median R.G.(1)	Arbitrary Standard (Gr.8) R.G.	Class Median R.G.		Gain R.G.	Remedial Cases below Gr.6 Norm		Remedial Cases below Gr.8 Norm	
			O	M		O	M	O	M
			C	A		C	A	C	A
			T	Y		T	Y	T	Y
Test 1 Word Meaning	6.0	8.0	7.5	8.9	1.4	1	0	27	10
Test 2 Rate	6.0	8.0	10.0	11.5	1.5	1	0	12	0
Test 3 Fact Material	6.0	8.0	7.0	8.5	1.5	7	0	27	13
Test 4 Total Meaning	6.0	8.0	10.0	11.0	1.0	2	0	8	3
Test 5 Central Thought	6.0	8.0	11.0	11.0	0	1	0	4	4
Test 6 Following Directions	6.0	8.0	10.0	11.0	1.0	0	0	4	3
Test 7 Organiza- tion	6.0	8.0	10.0	10.0	0	2	1	4	1

The May results of the Sangren Woody Readers Tests will be found superimposed upon the October Results in Tables IX, X, XI, XII, XIII, XIV, XV.

An examination of tables XVII-XXIV will reveal that the remedial cases made a decided gain, although several of

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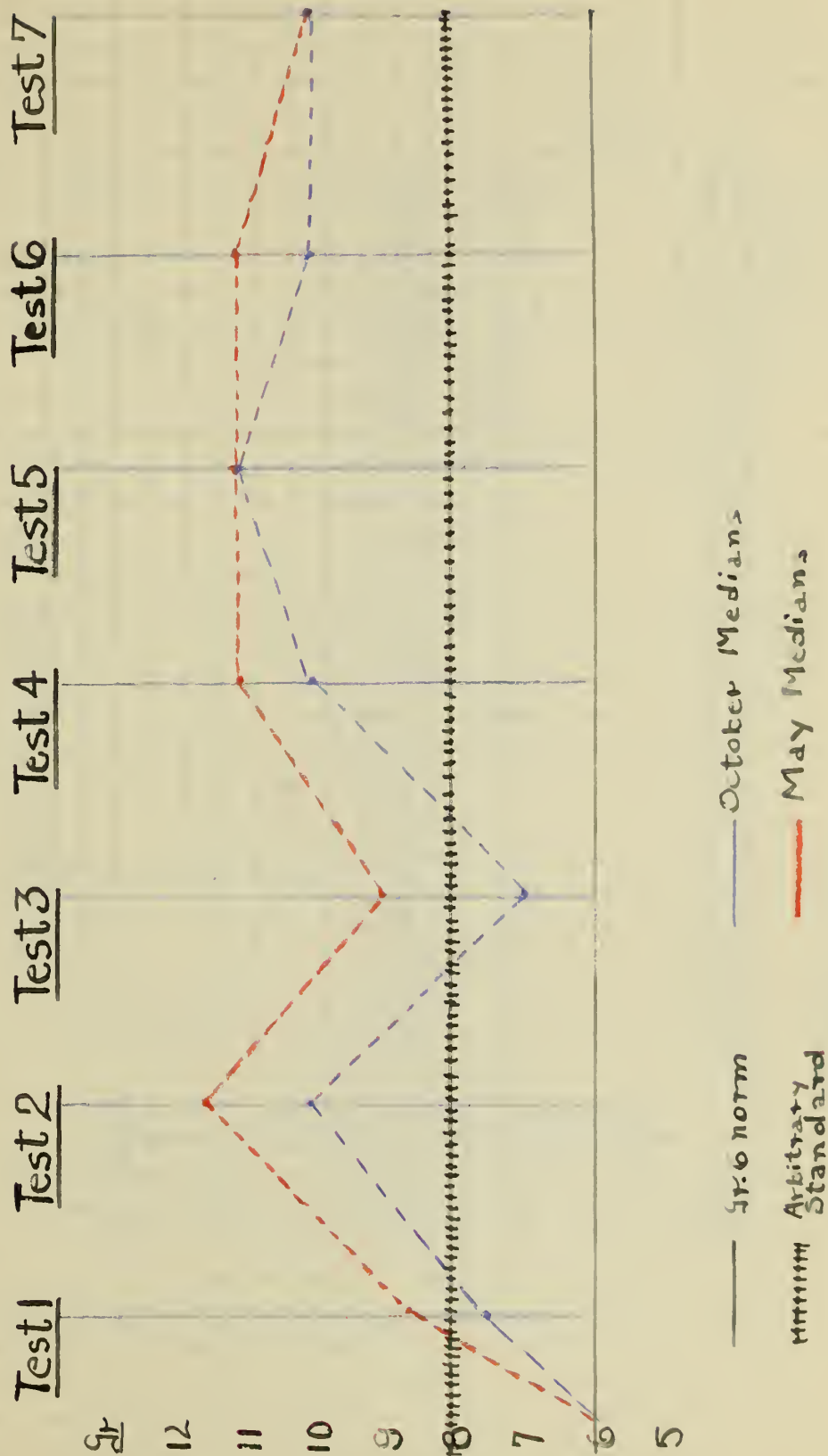
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THE HISTORY OF THE

COMPARISON OF OCTOBER AND MAY RESULTS

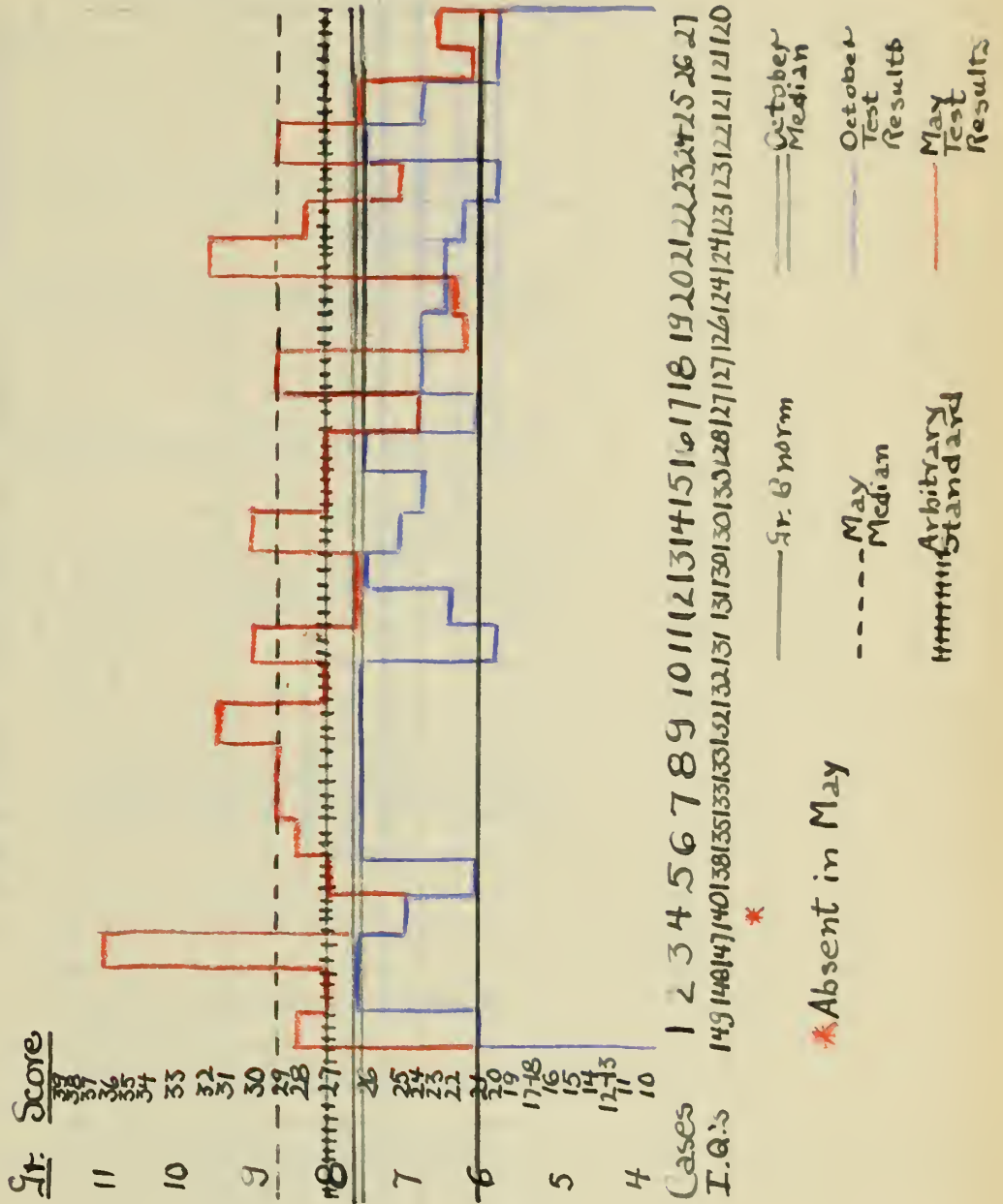
Table XVII



GROWTH OF REMEDIAL CASES

Table XVIII

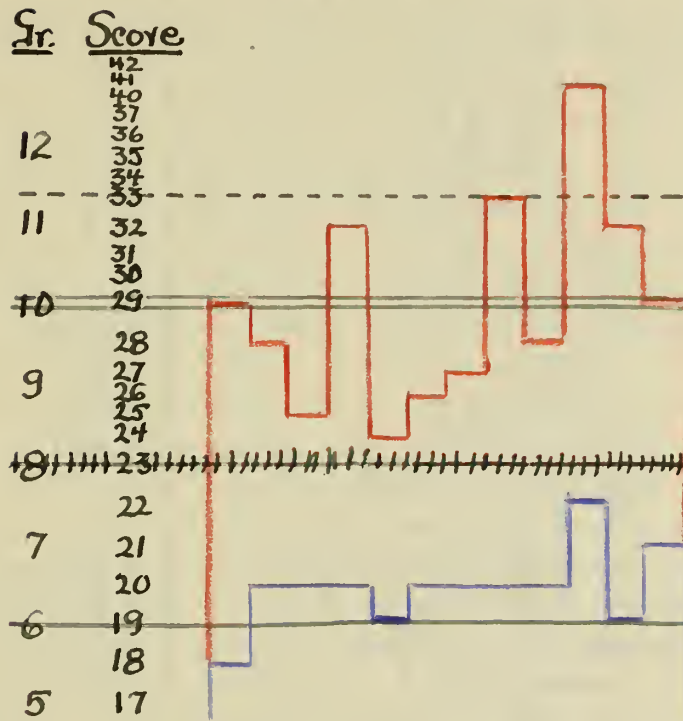
Sangren Woody Test I



GROWTH OF REMEDIAL CASES

Table XIX

Sangren Woody Test 2



Cases	1	2	3	4	5	6	7	8	9	10	11	12
I. Q.'s	149	148	132	131	130	130	130	129	127	123	123	120

- St.6 norm
- ===== October Median
- +++++ Arbitrary Standard
- May Median
- October Test Results
- May Test Results

1875

1876

1877

1878

1879

1880

1881

1882

1883

1884

1885

1886

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1890

1891

1892

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1895

1896

1897

1898

1899

1900

1901

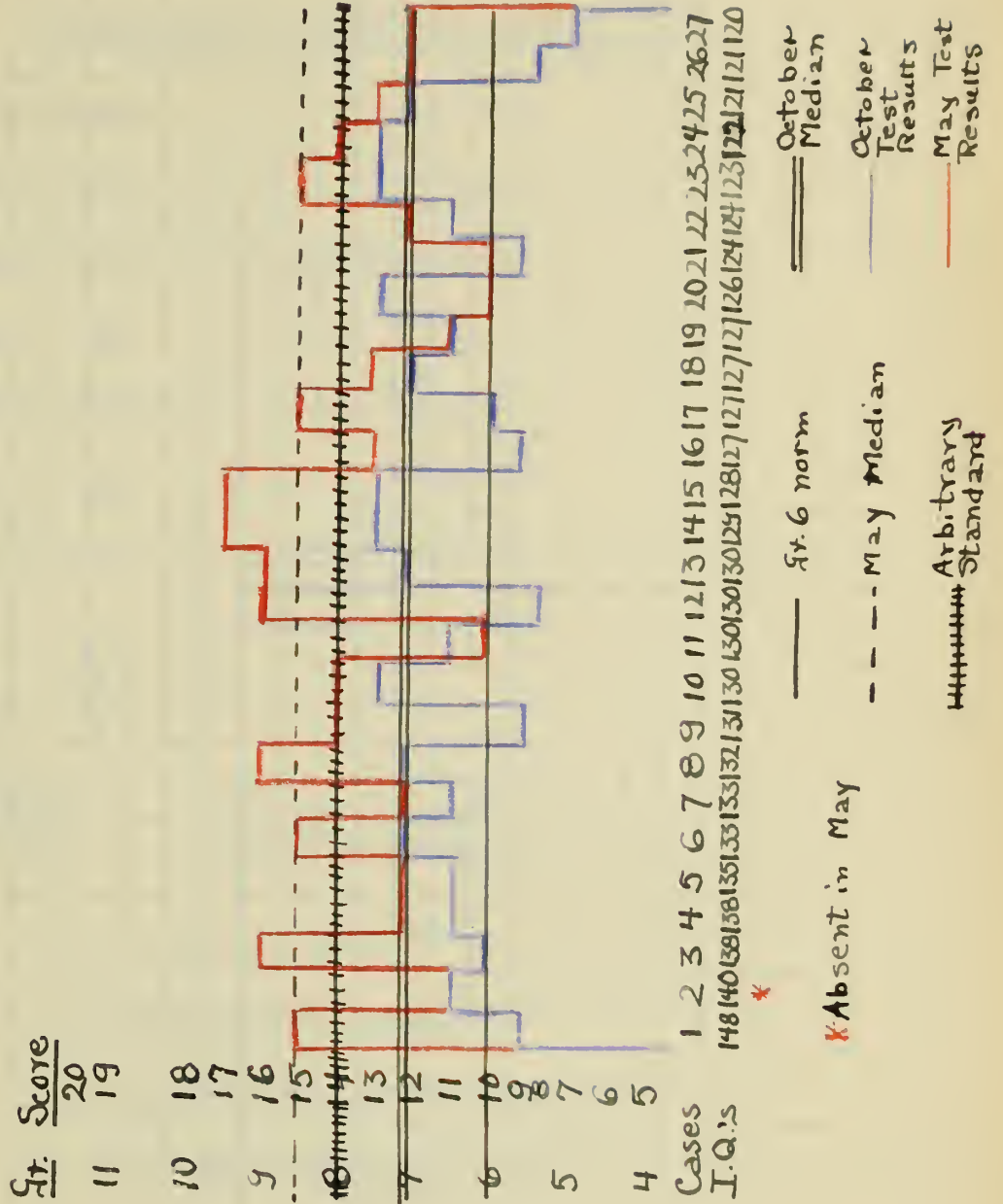
1902

1903

GROWTH OF REMEDIAL CASES

Table XX

Sangren Woody Test 3

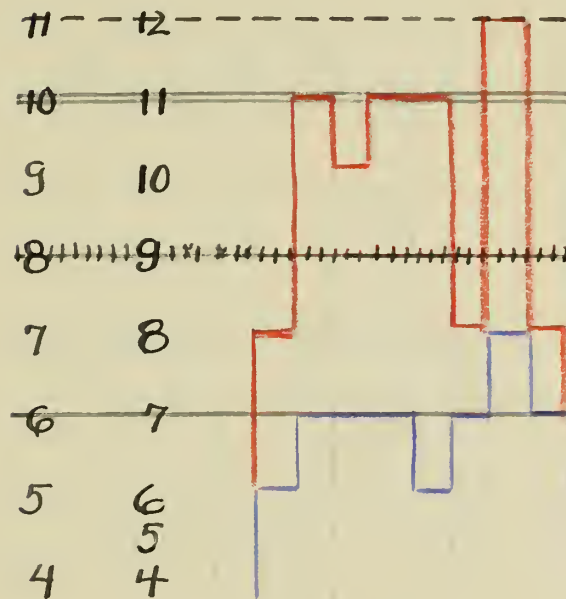


GROWTH OF REMEDIAL CASES

Table XXI

Sangren Woody Test 4

Sr. Score



Cases
I.Q.'s

1 2 3 4 5 6 7 8
149 132 137 131 127 123 121 120

—— Sr. 6 norm

==== October Median

Arbitrary Standard

----- May Median

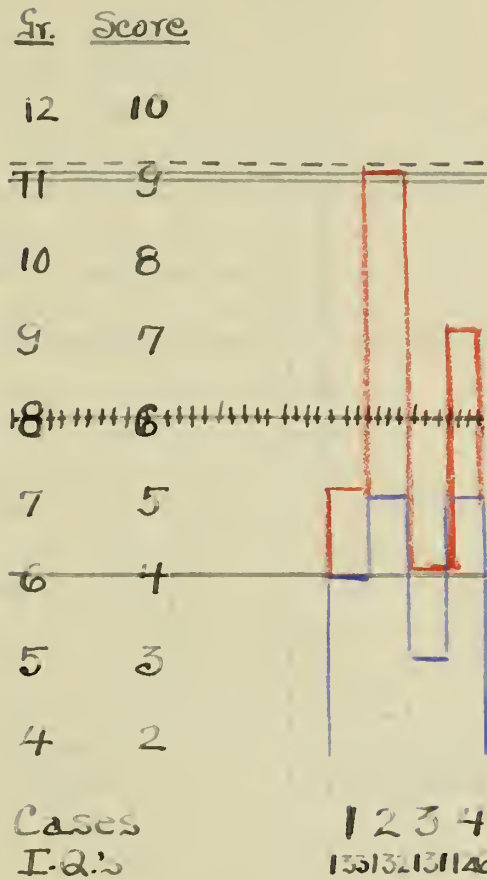
— October Test Results

— May Test Results

GROWTH OF REMEDIAL CASES

Table XXII

Sangren Woody Test 5



———Gr. 6 norm

=====October Median

#####Arbitrary Standard

-----May Median

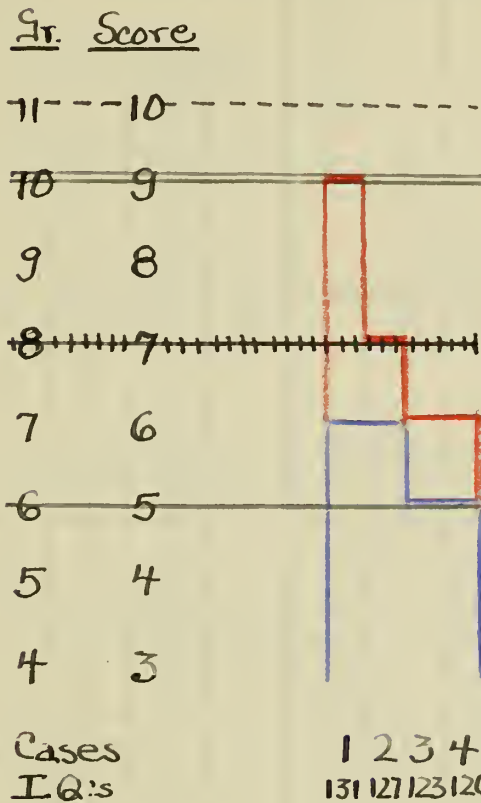
—October Test Results

—May Test Results

GROWTH OF REMEDIAL CASES

Table XXIII

Sangren Woody Test 6



— Sr. 6 norm

== October Median

||||| Arbitrary Standard

--- May Median

— October Test Results

— May Test Results

GROWTH OF REMEDIAL CASES

Table XXIV

Sangren Woody Test 7

Gr. Score

12 12

11 11

~~10 10~~

9 9

~~8 8~~ #####

7 7

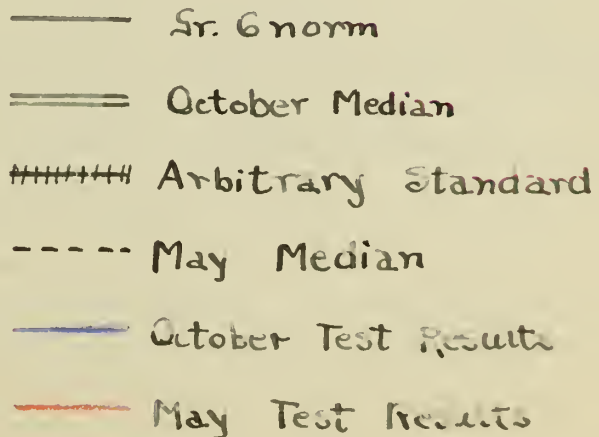
~~6 6~~

5 5

4 4

Cases
I.Q.'s

1 2 3 4
133 132 127 121



them are still below the arbitrary standard in some of the tests, and one is still below the sixth grade standard in one test.

Remedial Cases: Growth in Reading Power

October 29, 1930 -May 2, 1930

Sangren Woody Reading Tests	Cases	Gain	Same Results	Loss
Test 1 Word Meaning	27	24	2	1
Test 2 Rate	12	12	0	0
Test 3 Fact Material	27	25	1	1
Test 4 Total Meaning	8	8	0	0
Test 5 Central Thought	4	4	0	0
Test 6 Following Directions	4	4	0	0
Test 7 Organization	4	4	0	0

An examination of Tables IX - XV, and XVII will also reveal that the class as a whole had grown in reading power.

Class Growth

Comparison: October & May Results

1929 - 1930

Sangren Woody Reading Tests	Class Gain R.G.(1)	Cases	Cases Showing Gain	Cases Showing Same Results (2)	Cases Showing Loss (3)
Test 1 Word Meaning	1.4	40(4)	32	6	1
Test 2 Rate	1.5	40	35	2	3
Test 3 Fact Material	1.5	40	35	5	2
Test 4 Total Meaning	1.0	40	23	17	0
Test 5 Central Thought	0	40	29	18	3
Test 6 Following Directions	1.0	40	24	10	6
Test 7 Organiza- tion	0	40	29	9	3

Upon being questioned, the child who fell below the Grade 6 Median (See Table XV) stated that he had grown very tired at the end. This may have been the cause of his drop

-
- (1) R. G. - Reading Grade
 (2) Many of these children could go no higher (See Tables IX-XV)
 (3) All well above Grade 6 norm except one case (See Tables IX-XV)
 (4) One child was absent and did not take the May test.

CHAPTER I

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

IN THE YEAR 1625

BY

JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

Printed by J. Streater, at the Sign of the Gun, in St. Dunstons Church-yard

1704

THE SECOND EDITION

WITH ADDITIONS

TO THE HISTORY

OF THE REIGN OF

CHARLES THE FIRST

IN THE YEAR 1625

BY

JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

because he was delicate, high strung, and easily fatigued.

The teacher was disturbed because there had been some losses and no class gains in tests 5 and 7 (See Tables XIII and XIV). The director of the Boston Measurement and Mental Investigation Department, however, assured her that the results were most gratifying. There was nothing to be alarmed at because the losses were small with the exception of the one case. The master who had given so generously of his support and cooperation also felt that the May tests proved that the activity program had aided materially in developing the reading powers of both the remedial cases and the class as a whole.

The question as to whether the class would have done as well or better under a traditional reading program must remain unanswered. However, there is one point that must be conceded. The children did well; and in addition gained other powers which they would not have gained in a traditional reading program, and which modern educators agree are much more significant in life than success in school studies.

The School Subjects Covered

The school subjects were all covered during the life of the club.

Those Covered in Maximum Were:

1. Character Education
2. Reading and Literature
3. English
4. Geography
5. History
6. Health Education
7. Music
8. Penmanship
9. Physical Exercises
10. Nature and Science

Those Covered in a Lesser Degree Were:

1. Arithmetic
2. Manual Training
3. Household Science and Arts
4. Drawing

Much exercise in Arithmetic was furnished; but since it did not cover the arithmetic requirements set forth in the course of study, a daily arithmetic period was given over to meeting these needs. This the club was aware of.

The same was true of Manual Training, Household Science and Arts and Drawing. These subjects were taught by specialists in these fields. However, these instructors were unusually cooperative and aided considerably in furthering the progress and success of the activities of the club.

Thus the requirements of all the subjects were carefully accomplished and met the approval of the respective subject supervisors and the principal.

The administration of standard tests would have provided a more objective means of measurement with which to judge the results of this activity program; but this was not possible due to the excessive cost of standard tests. The principal prepared and gave a group of tests covering the tool and content subjects, the results of which proved to him conclusively that the pupils had not only accomplished the requirements of the grade but that the results were worthy of commendation.

Personality Achievements

In addition to the scholastic achievements made by the class there were other achievements made, some so evident

1898

1898

1898

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1898

that they could almost have been measured, while others, were less tangible, but evident.

The teacher, however, had used a measure; the aims, purposes and advantages of the activity program. (See Chapter One) She had not found the pupils wanting in these respects.

The club had led a busy, profitable, and enjoyable existence. It had taught its members to realize and fulfill their needs. It had led the members to:-

1. Discover and solve problems.
2. Plan daily, weekly, and monthly programs.
3. Develop strong desires to help themselves and others.
4. Grow and develop in order that the course of the club might progress more rapidly and smoothly.
5. Recognize needs and provide ways and means of meeting these needs.

The activities had provided ample exercise:-

1. In the development of right character and personality traits, (fairness, thoughtfulness, kindness, courtesy, generosity, reliability, etc.)
2. In right mental hygiene.
3. In habits of worthwhile industry.
4. In natural and worthwhile situations for happy, healthy, useful citizenship and community service.

The children's reactions to this type of teaching procedure were very interesting. Differences in personality, interests and abilities became more marked as the year progressed.

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will allow the business to track its financial performance over time and identify areas for improvement. The second part of the paper discusses the importance of maintaining accurate records of all assets and liabilities. This will allow the business to track its net worth over time and identify areas for improvement. The third part of the paper discusses the importance of maintaining accurate records of all taxes paid. This will allow the business to track its tax liability over time and identify areas for improvement. The fourth part of the paper discusses the importance of maintaining accurate records of all debts. This will allow the business to track its debt liability over time and identify areas for improvement. The fifth part of the paper discusses the importance of maintaining accurate records of all equity. This will allow the business to track its equity over time and identify areas for improvement. The sixth part of the paper discusses the importance of maintaining accurate records of all other financial information. This will allow the business to track its overall financial performance over time and identify areas for improvement.

Their chief interests were intellectual creative work:

1. Writing plays
2. Writing poetry
3. Making up tests
4. Presenting lectures
5. Presenting entertainments
6. Teaching others
7. Research work
8. Reading
9. Inventing games
10. Inventing matches
11. Playing games involving intellectual solutions-
Charades, etc.
12. Collecting

They had not become efficiency experts or infant prodigies. They were still the same, even more so, loveable children, eager to learn their weaknesses and difficulties, grateful for guidance and supervision, and willing, and anxious to overcome their failings.

They had not amassed facts; they were not stores of information; or walking encyclopedias. The majority had learned:

1. To think
2. To study
3. To weigh carefully
4. To help themselves
5. To know where to go for help
for information

6. To gather information
7. To use information once it was acquired
8. To react intelligently
9. To discriminate
10. Not to accept everything heard or read
11. To work with others and for others

They had become interesting individuals as well as worthwhile individuals. They had gained in:

1. Power
2. Self-control
3. Self-direction
4. Self-criticism
5. Independence
6. Social mindedness

They had developed:

1. Charming and courteous manners of address
2. Self-confidence
3. A delightful, refreshing, poise and individualism

They learned that life is a busy place and nothing but the best is worthwhile. They learned that much of the world's happiness is made by the individuals themselves.

The Master's Reaction

Since it was the master who inaugurated the class, he was its honorary advisor and the children freely asked his advise and help. He visited the class almost daily. He was a participant in many of the activities and often

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

OF THE SOCIETY OF THE APOSTOLICAL CHURCH

IN THE YEAR 1649

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took an active part in the discussion. As a rule, though, he came as an observer. The children were not disturbed by his presence as he was a habitual visitor in all the classrooms. He made many worthwhile suggestions to both the class and the teacher. Both were grateful for his sincere interest and services.

The master's reaction is expressed in the following statement which he sent to the teacher after she had left the school.

April 25, 1932

"To Whom It May Concern:

This is to certify that for a number of years, when Miss Marion R. Kanter was a teacher in this school, she carried on an activity program. The children under her guidance initiated many of their problems and carried them out successfully. Many projects were undertaken.

At the end of each year the children showed marked increase in the desire to learn and to develop their own individual powers. I, personally, checked up on the attainments of the class as required by the course of study, and found them more than satisfactory.

In my judgment, Miss Kanter made a very real contribution to the cause of progressive education.

Signed....C..H..Jones...

Master"

The Parent's Reaction

A strong relationship between the home and school

had developed. The parents were interested and naturally curious. Their attendance at the entertainments were always large. The parents came so often to attend special functions of the class that many of them acquired the habit of visiting when there were no invitations. The children after a time were not disturbed by them any more than they were by the many other visitors who came almost daily.

Their reactions were interesting. Of course, they were pleased with the achievement of the school subjects, but then as one mother put it, "That is only to be expected. Simon has always done well!"

They were more delighted with the personality changes and developments.

"Why Rose isn't afraid of strangers any more!"

"Esther talks better on the telephone than I do!"

"Bernard used to be so shy! Just look at him now!"

"Arthur cleans his nails every day! He even carries a pocket comb and a handkerchief. I don't have to remind him to shine his shoes."

"Sammy has changed so I hardly know him."

"Edith takes part in the conversation at the supper table as if she, my husband, and I were peers. She always has something interesting to relate and makes such intelligent comments.

My husband is going to spoil her. He does so love to show off her new conversational powers!"

"Evelyn has developed an inclination towards the

classics which is due to your training."

"Arline has become so confident of herself that no lesson is too hard for her."

"Do you remember how slow Paul was at the beginning of the year? The change is marked!"

"Stephen has developed a taste for literature. His nose is always buried in a book."

"Paul has become chivalrous, kind and helpful."

The Children's Reactions

About two years after the pupils left this class, the teacher wrote to the members of this class for information concerning their progress during the intervening years based on the type of teaching procedure conducted at that time.

The following letters will reveal some of their reactions.

1.

April 25, 1932

"Dear Miss K.,

I wonder if you realize how happy I was to receive a letter from you.

I feel that the year I spent in your class, besides being one of the happiest years of my school life was one of the most beneficial.

You will be proud to know that in the seventh grade your pupils stand out from the rest of the class. They made such a good showing in all their classes that Miss B. would often ask, "What children came from Miss K's class?" They knew how to address the teacher and their fellow classmates correctly at all times.

The experience which I received in looking up subjects and knowing how to use reference books has helped me in my geography and history so that I find it, not a bother or a burden to look up some extra topic, but a matter of course. In one of our trips with you to the Children's Museum, we heard a lecture on the home life of China. Recently we studied China in school and I was doubly

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interested in this country because I remembered the interesting slides we saw and the interesting talks we had. I believe that if such lectures were given on all countries, children would love geography. It might interest you to know that the book we sent to some Chinese children in San Francisco reached them, and a few weeks ago an answer was received at the Roger Wolcott School.

The training that you gave me in scanning the newspapers and magazines and cutting out important news items has proved very helpful to me. I am a member of this year's debating team at our school and I find the training in speaking before an audience that I received while in your room has helped to make me one of the leading debaters. A short while ago one of the speakers in a debate on Soviet Russia was absent and I volunteered to take his place and gave an impromptu debate that helped my side to win. I am sure that the habit that I formed in your class of noticing articles in the newspaper is responsible for my being able to do this.

I am president of my class and when the teacher is busy or absent I take charge. I don't have to tell you, Miss K., where I got the training.

There is one thing that I miss greatly and that is the freedom to discuss topics freely with other members of my class. I often forget that I am not in your class and do it and have to be reprimanded.

The weekly book reports that we had in your room has helped me, and will help me all through life. It has taught me to love books. I have received "A" in every book report that I wrote this year.

Tomorrow when I again go to school some moment will remind me of the pleasant days I spent in your room.

Yours truly,
George S.

April 26, 1932

2.

Dear Miss K.,

I am very glad to have this opportunity to tell you how much I enjoyed the course of study we followed in your class. The work has proved very beneficial to me in the last two years.

You taught me how to study, something which the teachers at Latin School are always trying to teach the girls. The extensive research work we were required to do has taught me how to find information. I learned how to take note of the important things only and leave the rest, just to round out the story.

In English the book reports we wrote each week helped me to write more interesting reports, and yet watch out for the technical points which you checked so severely.

Because our geography was based on current events and the newspapers had to be read daily I have learned to read the whole paper and not only the comic strip.

In science we were taught much more than the other sixth grades. This year when I was studying astronomy the diagrams of the constellations drawn by the astronomy group gave me a much clearer picture of the constellations so that I was able to find them in the sky.

Last year I did not have to spend time studying aliquot parts because you taught them to us.

It may have been the type of work or you, but that year was one of the most interesting I have ever known. We received more than the fundamental knowledge which the sixth grade pupil was taught in a manner which made school seem all play and no work.

I hope you are enjoying your new position.

Yours truly,
Leona F.

The Teacher's Reactions

One of the most trying problems the teacher had to face in this type of work was the problem of self-control outside of the bounds of the classroom. The children had two codes of conduct: the one in the classroom, and the one in the school building. In the class they had freedom of speech and movement. Once outside of the room, they had to become automatically members of the old regime.

The other classes with the exception of one other class were all following the traditional routine. To keep harmony, these two classes had to conform to the rule of the majority in the corridors, on the stairways, and in the school yard. It caused unhappiness, and much misunderstandings among some of the teachers.

Another problem and perhaps one of the greatest was the attempt to cover the requirements of the course of study. There was too much ground to cover for an activity program. There was too much work that just had

The first part of the paper discusses the importance of the study and the objectives of the research. It then proceeds to a literature review, followed by a description of the methodology used in the study. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

The study was conducted in a laboratory setting, using a series of experiments to measure the effects of the treatment on the response of the subjects. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

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to be done. It was too overstimulating for the children! It required too much homework. However, no child or parent, ever complained. The teacher recognized that this type of children were more high strung, more keenly awake, more nervous, more emotional. Therefore, they required more time for rest or play. They received as much recreation, even more, than the children of other rooms; but there should have been no home work necessary. There should have been sufficient time in school for study. Unfortunately there was not.

Still another serious problem was the size of the class. Each child was cared for but could have received more thoughtful attention and consideration if there had been about thirty pupils instead of forty-one.

The stationary furniture was much in the way. However, the room was large, and there was room enough for the activities and the added pieces of furniture; the library cabinet, the victrola, the radio, the poetry corner, the music rack, the filing cabinet etc.

Another grave problem was the teacher's preparation. To do her job thoroughly required a tremendous amount of preparation. She always had to keep ahead of the class. She had to keep mentally and physically alert. She had to keep up with the events of the day. She had to know the environment and the home advantages. She had to "retrospect and prognosticate," most carefully and thoroughly. She must develop the aims, purposes, and advantages of the new program. She must develop well rounded individuals. She

must ever keep in mind the requirements of the course of study. At the same time she must keep herself balanced and fit. She, too, must have recreation and rest.

Yet, if the teacher of this class was asked if she would repeat this program again, even under the same conditions, she would promptly respond, "Yes!"

She was happy, and although always busy, had a sense of freedom. There was a different relationship between the children and herself. No one balked; no one refused to work; no one seemed unhappy in the room. The children seemed to be living a happy, natural life in the school room (as far as traditional furniture and blackboards make this possible) and the teacher mellowed with the existing conditions.

Summary

Thus a group of bright children were not neglected. They had been given their opportunity. They were made the center of instruction. The activities cultivated to the full, their interests, their abilities and their potentialities. They had learned through self-activity plus independent thinking. Their initiative had been developed to the maximum.

They had been guided and supervised, not dictated to. The tool and content subjects were employed as a means of broadening their horizon not as ends in themselves. Not only were the aims and requirements described in Chapter Two, accomplished through the activities of this program; but they were accomplished most successfully and happily for all concerned; the principal, the supervisors, the teacher, the parents, and the pupils themselves.

Although the units outlined provided very fully for the needs of the children, they did not offer all the experience necessary. Broad experiences in arithmetic, drawing, and manual arts were not given. This was due to the requirements of these studies which did not fit into the scheme of the activities. Furthermore, these subjects with the exception of arithmetic, were taught by other teachers.

The activities described grew out of situations possible in any public school. The school and grade curriculum were carefully adhered to. Seasonal interests suggested many of the activities. These led to others, and these to others, etc.

Many of the activities lasted throughout the term, some were three and four weeks in length; all were lengthy. The facts learned probably could have been acquired in a much shorter period of time under the traditional methods but the children would not have acquired the powers they did acquire.

"It takes time to become curious, to wonder, to think, to explore, and find out." (1)

Furthermore, the variety of experiences which each activity offered and which tends towards well-rounded development requires time. There were instances if one were counting only the value of factual contribution that time appeared to be wasted. This apparent wasting of time was one of the essential builders of character and habit formation.

"It takes time and slow and careful building, to develop right habits and attitudes in individual boys and girls." (1)

(1) Porter, M. P. - The Teacher in the New School - p. 233

The units described were not copied from any study of units. They were spontaneous and developed with the needs and interests of the children. They may contain much that could be omitted or much that seems valueless, but they follow the trends of the children's interests and endeavor to correlate with the requirements of the prescribed course of study.

The teacher was often asked by visitors, acquaintances, and even parents, who were accustomed to the traditional routine, the traditional program, and the traditional school-room atmosphere, "How did you get permission to carry on this type of work?"

"Does it not seem reasonable to believe that many a superintendent, supervisor, or principal would appreciate the initiative of a teacher who thus goes beyond the bounds of the work assigned to her? Might not such a teacher be granted freedom in curriculum making?" (1)

Some visiting teachers from other sections of the city protested that such a program could not be carried out in some sections of the city. Every type of intelligence and industry is found in the home of the rich as well as the home of the poor. Home advantages vary and do react upon the children, favorably or otherwise. However, each group has something to offer. To discover and develop this something is the teacher's responsibility.

1870
The first of the year was a very dry one, and the crops were much injured. The weather was very hot, and the crops were much injured. The weather was very hot, and the crops were much injured.

The second of the year was a very wet one, and the crops were much injured. The weather was very cold, and the crops were much injured. The weather was very cold, and the crops were much injured.

The third of the year was a very dry one, and the crops were much injured. The weather was very hot, and the crops were much injured. The weather was very hot, and the crops were much injured.

The fourth of the year was a very wet one, and the crops were much injured. The weather was very cold, and the crops were much injured. The weather was very cold, and the crops were much injured.

The fifth of the year was a very dry one, and the crops were much injured. The weather was very hot, and the crops were much injured. The weather was very hot, and the crops were much injured.

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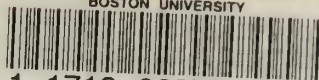
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